

School Profile

Created Tuesday, November 19, 2013

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School Information

| | |
|---|--------------------------|
| School Information District Name: | Whitfield County Schools |
| School Information School or Center Name: | New Hope Elementary |

Level of School

Elementary (K-5 or Primary, Elementary)

Principal

| | |
|-----------------------|----------------------------|
| Principal Name: | Carla Maret |
| Principal Position: | Principal |
| Principal Phone: | 706-673-3180 |
| Principal Email: | cmaret@whitfield.k12.ga.us |

School contact information

(the persons with rights to work on the application)

| | |
|--|----------------------------|
| School contact information Name: | Carla Maret |
| School contact information Position: | Principal |
| School contact information Phone: | 706-673-3180 |
| School contact information Email: | cmaret@whitfield.k12.ga.us |

Grades represented in the building

example pre-k to 6

K-5

Number of Teachers in School

44

FTE Enrollment

610

Fiscal Agent Memo of Understanding

The application is the project implementation plan, not simply a proposal. This project is expected to be implemented with fidelity upon SBOE approval. When completing the application, please remember that sub-grantees will not be permitted to change the project's scope that is originally outlined in the application, scored by reviewers during the application review process, and approved by SBOE. This policy is designed to provide basic fairness to applicants for discretionary sub-grants.

Fiscal Agent/Applicant Required Signatures:

I hereby certify that I am the an authorized signatory of the fiscal agent for which grant application is made and that the information contained in this application is, to the best of my knowledge, complete and accurate. I further certify, to the best of my knowledge, that any ensuing program and activity will be conducted in accordance with all applicable federal, state, and local laws and regulations, application guidelines and instructions, assurances, and certifications. I also certify that the requested budget amounts are necessary for the implementation of the program described in the attached application.

Please sign in blue ink.

Name of Fiscal Agent's Contact Person: Dr. Judy Gilreath

Position/Title of Fiscal Agent's Contact Person: Dr. Judy Gilreath

Address: 1306 S Thornton Avenue P.O. Box 2167

City: Dalton Zip: 30722

Telephone: (706) 217-6723 Fax: (706) 278-5042

E-mail: jgilreath@whitfield.k12.ga.us



Signature of Fiscal Agency Head (District Superintendent or Executive Director)

Dr. Judy Gilreath

Typed Name of Fiscal Agency Head (District Superintendent or Executive Director)

12/11/2013

Date (required)

Preliminary Application Requirements

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Click on the [General Application Information](#) link below to assist you in the grant development process.

[SRCL General Information Packet-Cohort 3](#)

Did you download and read the General Information document to assist you with writing the grant?

-
- Yes
-

Click on the [SRCL Rubric](#) link below to assist you in the grant development process.

[SRCL Scoring Rubric-Cohort 3](#)

Did you download and read the SRCL Rubric to assist you with writing the grant?

-
- Yes
-

Click on the [Assessment Chart](#) link below to assist you in the grant development process.

[SRCL Required Assessments Chart](#)

Did you download and read the Assessment Chart to assist you in writing the grant?

-
- Yes
-

Assessments

I understand that implementing the assessments mentioned on page 6 in the General Information Packet is a necessary part of receiving SRCL funding.

-
- I Agree
-

Unallowable Expenditures

Preparation of the Proposal: *Costs to develop, prepare, and/or write the SRCL proposal cannot be charged to the grant directly or indirectly by either the agency or contractor.*

Pre-Award Costs: *Pre-award costs may not be charged against the grant. Funds can be used only for activities conducted and costs incurred after the start date of the grant.*

Entertainment, Refreshments, Snacks: *A field trip without the **approved** academic support will be considered entertainment. End-of-year celebrations or food associated with parties or socials are unallowable expenditures. Game systems and game cartridges are unallowable.*

Unapproved out of state or overnight field trips, including retreats, lock-ins, etc.

Incentives (e.g., plaques, trophies, stickers, t-shirts, give-a-ways)

Advertisements, Promotional or Marketing Items

Decorative Items

Purchase of Facilities or vehicles (e.g., Buses, Vans, or Cars)

Land acquisition

Capital Improvements, Permanent Renovations

Direct charges for items/services that the indirect cost rate covers;

Dues to organizations, federations or societies for personal benefits

Any costs not allowed for Federal projects per EDGAR, which may be accessed at <http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html>.

NOTE: This is NOT an all-inclusive list of unallowable expenses. If you have questions about unallowable expenses please e-mail your questions to jmorrill@doe.k12.ga.us

Upon approval by the State Board of Education, sub-grantees will be required to submit electronic budgets through GaDOE Consolidated Application Portal. All budget requests must be made in accordance with the use of funds for the SRCL project and must meet the requirements in EDGAR and OMB circulars.

• I Agree

Grant Assurances

Created Wednesday, December 11, 2013

Page 1

The sub-grantee assures that it has the necessary legal authority to apply for and receive a SRCL Grant.

-
- Yes
-

Sub-grantee certifies that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.

-
- Yes
-

The SRCL projects will target students who attend Title I schools or schools eligible for Title I schoolwide programs and their families.

-
- Yes
-

The SRCL project will be administered in accordance with all applicable statutes, regulations, program plans, and applications.

-
- Yes
-

The Grantee will participate in all technical assistance/information-sharing opportunities and professional development activities provided through the STRIVING READER COMPREHENSIVE LITERACY GRANT Project Grant Program.

-
- Yes
-

All activities must be correlated with the development of STRIVING READER COMPREHENSIVE LITERACY GRANT goals for children birth through grade 12.

-
- Yes
-

The second year of funding is dependent upon successful program implementation and progress aligned with the components of the request for application submitted.

-
- Yes
-

Prior to any material change affecting the purpose, administration, organization, budget, or operation of the SRCL project, the Sub-grantee agrees to submit an appropriately amended application to GaDOE for approval.

-
- Yes
-

The Sub-grantee agrees to notify the GaDOE, in writing, of any change in the contact information provided in its application.

-
- Yes
-

The activities and services described in the application shall be administered by or under the supervision and control of the Sub-grantee. The Sub-grantee shall not assign or subcontract, in whole or in part, its rights or obligations without prior written consent of GaDOE. Any attempted assignment without said consent shall be void and of no effect.

-
- Yes
-

The Sub-grantee will use fiscal control and sound accounting procedures that will ensure proper disbursement of and account for Federal and state funds paid to the program to perform its duties.

-
- Yes
-

Funds shall be used only for financial obligations incurred during the grant period.

-
- Yes
-

The Sub-grantee will, if applicable, have the required financial and compliance audits conducted in accordance with the Single Audit Act Amendments of 1966 and OMB Circular A-133, "Audits of States, Local Governments, and Non-Profit Organizations."

-
- Yes
-

The fiscal agent will adopt and use proper methods of administering each program, including: (A) the enforcement of any obligations imposed on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (B) the timely correction of deficiencies in program operations that are identified through audits, monitoring, evaluation and/or technical assistance.

-
- Yes
-

The Sub-grantee will cooperate in carrying out any evaluation of each such program conducted by or for the Georgia Department of Education, the U.S. Department of Education, or other state or Federal officials.

-
- Yes
-

The Sub-grantee will submit reports to GaDOE as may reasonably be required. The Sub-grantee will maintain such fiscal and programmatic records and provide access to those records, as necessary, for those departments to perform their duties.

-
- Yes
-

The Sub-grantee will submit an annual summative evaluation report no later than June 30.

-
- Yes
-

The Sub-grantee agrees that GaDOE, or any of its duly authorized representatives, at any time during the term of this agreement, shall have access to, and the right to audit or examine any pertinent books, documents, papers, and records of the Sub-grantee related to the Sub-grantee's charges and performance under the SRCL sub-grant.

-
- Yes
-

The property (e.g., computers, equipment, classroom desks, tables, and pilferable items) purchased with the SRCL grant funds must be managed in accordance with EDGAR section 74.34 through 74.37 (for non-profit organizations) and with EDGAR section 80.32 and 80.33 (for school districts).

-
- Yes
-

The Sub-grantee certifies that it will abide by GaDOE's Conflict of Interest and Disclosure Policy. Applicants with a conflict of interest must submit a disclosure notice.

-
- Yes
-

The Sub-grantee will comply with the Family Education Rights and Privacy Act of 1974 (34 C.F.R. 99).

- Yes
-

Sub-grantee will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, or national origin; Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of sex; Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of handicaps; and the Age Discrimination Act of 1975, which prohibits discrimination on the basis of age, and the Americans with Disabilities Act of 1990, which prohibits discrimination on a basis of disability.

- Yes
-

In accordance with the Federal Drug-Free Workplace and Community Act Amendments of 1989 and the Drug-Free Workplace Act of 1988, the Sub-grantee understands that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance, marijuana, or dangerous drug is prohibited at geographic locations at which individuals are directly engaged in the performance of work pursuant to the 21st CCLC grant.

- Yes
-

All technology purchases (software and hardware) will be approved by the LEA Technology Director for compatibility with current operating systems and building infrastructure. The Technology Director must ensure that any purchases for the building will be able to be implemented and sustained beyond the grant period.

- Yes
-

Georgia Department of Education Conflict of Interest and Disclosure Policy

Georgia's conflict of interest and disclosure policy is applicable to entities conducting business on behalf of and /or doing business with the Department and entities receiving a grant to implement a program and/or project approved by the State Board of Education. This policy is applicable for entities receiving state and/or Federal funds.

Questions regarding the Department's conflict of interest and disclosure policy should be directed to the program manager responsible for the contract, purchase order and/or grant.

I. Conflicts of Interest

It is the policy of the Georgia Department of Education (GaDOE) to avoid doing business with Applicants, subcontractors of Applicants who have a conflict of interest or an appearance of a conflict of interest. The purpose of this policy is to maintain the highest level of integrity within its workforce, and to ensure that the award of grant Agreements is based upon fairness and merit.

a. Organizational Conflicts of Interest.

All grant applicants ("Applicants") shall provide a statement in their proposal which describes in a concise manner all past, present or planned organizational, financial, contractual or other interest(s) with an organization regulated by the GaDOE, including but not limited to Local Education Agencies (LEAs), or with an organization whose interests may be substantially affected by GaDOE activities, and which is related to the work under this grant solicitation. The interest(s) in which conflict may occur shall include those of the Applicant, its affiliates, proposed consultants, proposed subcontractors and key personnel of any of the above. Past interest shall be limited to within one year of the date of the Applicant's grant proposal. Key personnel shall include:

- any person owning more than 20% interest in the Applicant
 - the Applicant's corporate officers
 - board members
 - senior managers
 - any employee who is responsible for making a decision or taking an action on this grant application or any resulting Agreement where the decision or action can have an economic or other impact on the interests of a regulated or affected organization.
- i. The Applicant shall describe in detail why it believes, in light of the interest(s) identified in (a) above, that performance of the proposed Agreement can be accomplished in an impartial and objective manner.
 - ii. In the absence of any relevant interest identified in (a) above, the Applicant shall submit in its grant application a statement certifying that to the best of its knowledge and belief no affiliation exists relevant to possible conflicts of interest. The Applicant must obtain the same information from potential subcontractors prior to award of a subcontract.

Conflict of Interest & Disclosure Policy

- iii. GaDOE will review the statement submitted and may require additional relevant information from the Applicant. All such information, and any other relevant information known to GaDOE, will be used to determine whether an award to the Applicant may create a conflict of interest. If any such conflict of interest is found to exist, GaDOE may:
 1. Disqualify the Applicant, or
 2. Determine that it is otherwise in the best interest of GaDOE to make an award to the Applicant and include appropriate provisions to mitigate or avoid such conflict in the grant awarded.
- iv. The refusal to provide the disclosure or representation, or any additional information required, may result in disqualification of the Applicant for an award. If nondisclosure or misrepresentation is discovered after award, the resulting grant Agreement may be terminated. If after award the Applicant discovers a conflict of interest with respect to the grant awarded as a result of this solicitation, which could not reasonably have been known prior to award, an immediate and full disclosure shall be made in writing to GaDOE. The disclosure shall include a full description of the conflict, a description of the action the Applicant has taken, or proposes to take, to avoid or mitigate such conflict. GaDOE may, however, terminate the Agreement for convenience if GaDOE deems that termination is in the best interest of the GaDOE.

b. Employee Relationships

- i. The Applicant must provide the following information with its application and must provide an information update within 30 days of the award of a contract, any subcontract, or any consultant agreement, or within 30 days of the retention of a Subject Individual or former GaDOE employee subject to this clause:
 1. The names of all Subject Individuals who:
 - a. Participated in preparation of proposals for award; or
 - b. Are planned to be used during performance; or
 - c. Are used during performance; and
 - ii. The names of all former GaDOE employees, retained by the Applicant who were employed by GaDOE during the two year period immediately prior to the date of:
 1. The award; or
 2. Their retention by the Applicant; and
 3. The date on which the initial expression of interest in a future financial arrangement was discussed with the Applicant by any former GaDOE employee whose name is required to be provided by the contractor pursuant to subparagraph (ii); and
 4. The location where any Subject Individual or former GaDOE employee whose name is required to be provided by the Applicant pursuant to subparagraphs (i) and (ii), are expected to be assigned.
- iii. "Subject Individual" means a current GaDOE employee or a current GaDOE employee's father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, half sister, spouse of an in-law, or a member of his/her household.

Conflict of Interest & Disclosure Policy

- iv. The Applicant must incorporate this clause into all subcontracts or consultant agreements awarded under this Agreement and must further require that each such subcontractor or consultant incorporate this clause into all subcontracts or consultant agreements at any tier awarded under this Agreement unless GaDOE determines otherwise.
 - v. The information as it is submitted must be certified as being true and correct. If there is no such information, the certification must so state.
- c. **Remedies for Nondisclosure**
The following are possible remedies available to the GaDOE should an Applicant misrepresent or refuse to disclose or misrepresent any information required by this clause:
- 1. Termination of the Agreement.
 - 2. Exclusion from subsequent GaDOE grant opportunities.
 - 3. Other remedial action as may be permitted or provided by law or regulation or policy or by the terms of the grant agreement.
- d. **Annual Certification.** The Applicant must provide annually, based on the anniversary date of Agreement award, the following certification in writing to GaDOE. The annual certification must be submitted with the grantees annual end of year program report.

ANNUAL CERTIFICATION OF DISCLOSURE OF CERTAIN EMPLOYEE RELATIONSHIPS

The Applicant represents and certifies that to the best of its knowledge and belief that during the prior 12 month period:

A former GaDOE employee(s), current GaDOE employee, or Subject Individual(s) has been retained to work under the Agreement or subcontract or consultant agreement and complete disclosure has been made.

No former GaDOE employee(s), current GaDOE employee, or Subject Individual(s) has been retained to work under the Agreement or subcontract or consultant agreement, and disclosure is not required.

II. **Disclosure of Conflict of Interest after Agreement Execution**

If after Agreement execution, Applicant discovers a conflict of interest which could not reasonably have been known prior to Agreement execution; an immediate and full disclosure shall be made in writing to GaDOE. The disclosure shall include a full description of the conflict, a description of the action the Applicant has taken, or proposes to take, to avoid or mitigate such conflict. GaDOE may, however, terminate this Agreement for convenience if GaDOE deems that termination is in the best interest of GaDOE.

Conflict of Interest & Disclosure Policy

III. **Incorporation of Clauses**

The Applicant must incorporate the clauses in paragraphs A, B, and C of this section into all subcontracts or consultant agreements awarded under this Agreement and must further require that each such subcontractor or consultant incorporate this clause into all subcontracts or consultant agreements at any tier awarded under this Agreement unless GaDOE determines otherwise.



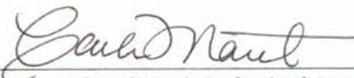
Signature of Fiscal Agency Head (official sub-grant recipient)

Dr. Judy Gilreath, Superintendent

Typed Name of Fiscal Agency Head and Position Title

December 11, 2013

Date



Signature of Applicant's Authorized Agency Head (required)

Carla Maret, Principal

Typed Name of Applicant's Authorized Agency Head and Position Title

December 11, 2013

Date

Signature of Co-applicant's Authorized Agency Head (if applicable)

Typed Name of Co-applicant's Authorized Agency Head and Position Title (if applicable)

Date (if applicable)

Whitfield County Schools

District Narrative

Brief History

Whitfield County School System (WCS), established in 1872 to serve children no longer needed on family farms, serves four cities: Cohutta, Dalton, Tunnel Hill, and Varnell. Cohutta is a railroad town known for its land and agriculture, including a fish hatchery and a museum. Dalton is known as the Carpet Capital of the World, and is rich in Civil War and railroad historical events. Tunnel Hill is famous for 100 year old homes with various architectural styles and a yearly Civil War re-enactment. Varnell is the City of Ethics, dedicated to serving others in an environment of equality, honesty, openness, and integrity. Local businesses include high-tech chemical, plastics, and automotive companies.

WCS, the 26th largest of Georgia's 180 public school systems, envisions a responsive school district focused on students which is valued and respected by the community. Our mission is to increase student learning by providing students and staff with meaningful, challenging, and engaging educational experiences in a safe and supportive environment. We believe learning should involve more than listening to lectures, and that it is sometimes loud and messy. Students are provided choices in their education and have valuable relationships with educators. WCS teachers employ customizing, communicating, collaborating, critical thinking, and problem solving to support all students.

System Demographics

Whitfield County School System lies between Atlanta and Chattanooga. Approximately 13,200 students attend 24 schools including 13 elementary, five middle, three traditional high schools, a career academy, an alternative school, and a special purpose high school. Since 2002, WCS has experienced a 15% growth in enrollment; 72% of students are economically disadvantaged. According to 2010 census data, Whitfield County had approximately 102,599 residents. The median household income for Whitfield County was \$42,345 compared to the state of Georgia median household income of \$49,347. Current student demographics include: 55% White, 39% Hispanic, 3% Multi-Racial, and 2% Black.

Current Priorities

After an analysis of system and school achievement data, areas of need identified are:

- Revise current K-12 Literacy Plan to reflect rigorous literacy instructional practices
- Align Professional Learning offerings to district and campus needs based on assessment analysis, TKES system, and District Leadership Committees

- Progress monitoring of all students through collaboration between district and campus data teams
- Increase students *Exceeding* standards on CRCT
- Increase writing scores on state assessment
- Increase student access to a variety of texts
- Expand technology usage with students
- Communicate with parents frequently, clearly, and consistently

Strategic Planning

WCS's mission is to increase student learning by providing students and staff with meaningful, challenging, and engaging educational experiences in a safe and supportive environment. With the leadership of our new superintendent, and the creation of three new positions: elementary, middle school, and high curriculum directors strategic planning is firmly established. Curriculum Directors meet and plan regularly with teachers and principals to develop and ensure district and school initiative are aligned. Through these collaborations the following initiatives are under way:

- Implementing pilot studies of Literacy Design Collaborative at middle and high schools
- Implementing pilot studies of Math Design Collaborative at middle and high school
- Implementing Formative Assessments
- Implementing K-5 Common Curriculum Maps

WCS strategic planning mirrors our priorities in the following ways:

- **Student Achievement:** WCS is working to increase student achievement as measured by End of the Course Exams, State Testing, and Implementation of a Formative and Summative Assessment Cycle in grades K-12.
- **Professional Learning:** WCS is committed to providing ongoing, targeted professional learning for teachers, principals, and central office personnel to support continuous improvement.
- **Parent and Community Involvement:** Whitfield County reflects a community actively involved in all aspects of increasing student achievement. *Readers to Leaders* and *Early Childhood Initiatives Committees* bring together community resources to support parents and students.
- **Technology:** WCS is working to provide equitable technology at all campuses.

Current Management Structure

Dr. Judy Gilreath, WCS Superintendent since March 2013, re-organized the Central Office to strengthen the district's commitment to curriculum and instructional leadership. WCS has five divisions: Finance, Human Resources; Assessment, Accountability, and Technology; Operations; Teaching and Learning; and Student Services. Each division is supervised by a Chief Officer with the exception of Teaching and Learning which is supervised by the Assistant Superintendent for Teaching and Learning.

Past Instructional Initiatives

WCS initiatives since 2005 include implementation of the Schlechty Center's Working on the Work (WOW) framework, guiding our endeavors in designing work for students. In 2007, we participated in Georgia's Reading First Struggling Reader training. Other past instructional initiatives include:

- Common Core Transition Training for ELA and Math
- WIDA Standards
- SIOP (Sheltered Instruction Observation Protocol) for ESOL and regular education teachers
- Response to Intervention (K-8)
- Assessment Driven Instruction
- Technology Integration
- ActivStudio Software Training
- Literacy and Math Work Stations (K-5)
- Content Specific Professional Learning in ELA, Reading, Math, Science & Social Studies

Literacy Curriculum

The PreK-12 literacy curriculum is based on the English/Language Arts Common Core Georgia Performance Standards (CCGPS) which encompass foundational skills for elementary children such as concepts of print, phonological awareness, phonics, fluency, vocabulary, comprehension, writing and conventions. The literacy curriculum is supported by Bright from the Start standards, Scholastic, basal readers, Literacy Collaborative, trade books, novels, and content text books.

District Literacy Assessment Program

Literacy Assessments used with fidelity are:

- Work Sampling System (Pre-K) and Pre-School Evaluation Scale
- Georgia On-Line Assessment System (Grades 1-12)
- Georgia Alternative Assessment (Grades K, 3-5,6-8,11)
- Georgia Kindergarten Inventory of Developing Skills
- Georgia Writing Assessments (Grades 3,5,8,11)
- CoGAT (Grade 4)
- World-Class Instructional Design (WIDA) ACCESS Placement Test (W-APT, K-12)
- Assessing Comprehension and Communication in English (ACCESS, K-12) and Alternate ACCESS where appropriate
- Georgia Criterion-Referenced Competency Test (CRCT, 3-8)
- End of Course Test (EOCT, 9-12)

- SAT, AP Exams (9-12)
- MAP (Measures of Academic Progress System, K-8)

Need for Striving Reader Project

District data reveals that grades 3-8 CRCT Reading scores range from 91% to 96.9%, but few students EXCEED the standards. Additional “what if” data from the GADOE indicate our true reading passing scores would tumble if the passing threshold was increased. Informational reader response and narrative writing are linked to increased reading and vocabulary levels (Why document). Therefore, concurrent implementation of a strong writing program is critical to a complete literacy initiative. CRCT data summarized in the table below demonstrates basic student reading needs are being met, but SRCL funds would provide much needed professional development and instructional resources, fostering teacher leaders and college/career ready students.

| Students Meeting/Exceeding Standards on 2013 CRCT, Writing, and End of Course Tests | | | | | |
|--|---|--|--|----------------|-----------------------|
| | Reading | ELA | Writing | Science | Social Studies |
| 3rd Grade | 93% | 90% | | 76% | 83% |
| 5th Grade | 93% | 93% | 80% | 80% | 82% |
| 8th Grade | 97% | 94% | 78% | 69.5% | 76.2% |
| EOCT | EOCT American Literature & Composition | 9th Grade Literature & Composition | 11th Grade Writing | Biology | US History |
| High School | 90% | 87% | 90% | 74% | 62% |

Northwest High School and its feeder schools indicated interest in pursuing SRCL funding to ensure students were college and career ready. (WCS is not submitting a Birth to Pre-k section because none of the feeder pattern schools have a Pre-k program.) They are not satisfied with simply meeting standards. SRCL will allow these schools to build professional learning communities across the feeder pattern campuses that will serve as a model for the district.

Whitfield County Schools

District Management Plan and Key Personnel

District Support

WCS supports Northwest High School and feeder schools SRCL grant application in a number of ways. Ongoing grant planning meetings were held on August 12; September 11,13; and November 11,15,19, 2013, to provide coherence and support for developing budget and individual campus grant applications. District Instructional Coaches (IC) will provide PD and support to *applying* schools and attend all training provided by external providers to build their capacity for training our other schools. Our Teaching and Learning Team will closely monitor progress and continue to support the Literacy Teams by providing regular opportunities for collaboration and sharing of successes and struggles. This collegial discourse will both inform and empower these leaders as they implement SRCL grant requirements.

Strategic Plan

WCS has reorganized Teaching and Learning Staff to emphasize a deeper focus on curriculum and enhanced communication between teachers, administrators, and Central Office. The Teaching and Learning positions were rearranged to create grade-banded Directors. Proven high quality educators were recruited and selected for these jobs. The staff is housed in one room to facilitate discussion focused on vertical alignment. Regular Friday meetings with the Assistant Superintendent allow Directors to share information on current projects and programs.

Teacher Leader Teams were formed to help align curriculum horizontally throughout the district. These teams develop instructional resources, produce Curriculum Maps, and construct common assessments and benchmarks to support data-driven classroom instruction. Teams also provide teachers a voice in the direction of education for WCS students. These initiatives were implemented internally with no outside funding.

Grant Administration & Supervision

The WCS Literacy Leadership Team includes, Dr. Merry Boggs, Elementary Curriculum Director; Michelle Caldwell, Middle School Curriculum Director; Tom Appelman, High School Curriculum Director, Dr. Meg Baker, ESOL Director, and Lorijo Calhoun, Federal Program Director. This team will ensure successful grant implementation. This team meets weekly to ensure a vertical alignment in regard to literacy curriculum and instruction. Dr. Judy Gilreath, Superintendent, and Karey Williams, Assistant Superintendent for Curriculum and Instruction, will provide the district's key leadership support.

Dr. Merry Boggs will manage all aspects of this grant. While the principal and Leadership Team in each participating school will be charged to implement and monitor their specific *of Striving Readers Grant*, Tom Appelman, Michelle Caldwell, Meg Baker, and Merry Boggs will become a regular presence

participating in campus walkthroughs to personally witness each school's progress. Dr. Boggs will ensure that all reports are filed in a timely manner and funds expended as stipulated. School site monthly implementation reports provided to Kathy Mashburn, Administrative Assistant for Teaching and Learning will detail activities, monitoring data usage, and budget updates. Principals will submit monthly progress/expenditure reports for review by the Curriculum Directors. The Technology Department will support technology acquisition and use. Lorijo Calhoun, Federal Program Director, will ensure compliance with all grant requirements.

The individuals listed below understand the goals, objectives, and implementation requirements of these *SRCL GRANT Plans* and will oversee these schools from take-off to landing.

| RESPONSIBILITY | PERSONNEL | SUPERVISOR |
|--------------------------------|--|---|
| Purchasing | Kathy Mashburn, Administrative Assistant | Dr. Judy Gilreath, Superintendent |
| Finances | Lorijo Calhoun, Federal Program Director | |
| Professional Learning | Dr. Jonathan Willard, Director of Professional Development | |
| Technology | Pam Pettyjohn, Instructional Technology Coordinator | Audrey Williams, Chief Officer for Assessment and Accountability |
| Assessment | Dr. Merry Boggs, Elementary Curriculum Director; Michelle Caldwell, Middle School Curriculum Director; Tom Appelman, High School Curriculum Director; Dr. Meg Baker, ESOL Director | Karey Williams, Assistant Superintendent for Teaching and Learning |
| Site Level Coordination | | |

Experience of the Applicant

The following chart summarizes WCS experience with funded programs:

| Year | LEA Grants/Projects | Project Title | Funded Amounted | Audit Yes or No | Audit Results |
|------|------------------------|-----------------------|--------------------|--------------------|----------------|
| 2012 | Not completed | | | | |
| 2011 | | Title IIA | 517,535.00 | Y | No Findings |
| | | Title III | 355,083.00 | Y | No Findings |
| | | Special Ed Cluster | 3,275,512.00 | Y | FA 7551-11-01* |
| | | Bright From the Start | 808,022.99 | Y | No Findings |
| | | | | | |
| 2010 | | Title IIA | 529,015.00 | Y | No Findings |
| | | Title III | 371,781.00 | Y | No Findings |
| | | Special Ed Cluster | 2,320,156.00 | Y | FA 7551-10-01* |
| | | Bright From the Start | 691,814.58 | Y | No Findings |
| | | | | | |
| 2009 | | Title IIA | 514,383.00 | Y | No Findings |
| | | Title III | 342,655.00 | Y | No Findings |
| | | Special Ed Cluster | 2,248,166.00 | Y | No Findings |
| | | Bright From the Start | 418,296.56 | Y | No Findings |

- Salary—Person charged to SPED that should have been charged to QBE.

WCS initiatives, that have been funded through QBE and Title funds, include Working on the Work by Phillip Schlechty, SIOP training, Reading Recovery, and Literacy Collaborative.

WCS has sustained past initiatives implemented by supporting continued professional development through the addition of three District Instructional Coaches, successful management of grant funds by the Federal Program Director/Finance Division, and ESOL Coordinator.

WCS has proven its capacity to coordinate resources and control for spending in the past through supporting individual campus smaller grant applications including:

- Grants from WCS Educational Foundation
- Local business grant awards to individual campuses
 - Walmart, Lowe's, various carpet companies, and Georgia Farm Bureau grants

School History

New Hope Elementary School (K-5) is located in the foothills of the Appalachian Mountains in Dalton in the northwest corner of Georgia, surrounded mostly by residential and open farm land. The school was added to WCS during the 2000-2001 school year and we share a campus with New Hope Middle School. Within a mile is our feeder school, Northwest High School. New Hope, a Title I Distinguished school awarded federal funds for making Adequate Yearly Progress (AYP) for 10 consecutive years, serves 615 students whose parents work in both blue collar and white collar occupations; 62% of students are in the free and reduced lunch program. The current student demographics are as follows.

Student Demographics

| | |
|---|-------|
| Caucasians | 58.6% |
| Hispanic | 32.5% |
| Multi-Racial | 4.9% |
| Asian | 2.4% |
| African American | 1.1% |
| American Indian | 0.5% |
| Females | 45% |
| Males | 55% |
| Free/ Reduced Lunch Program | 62% |
| Gifted | 15% |
| ELL | 21% |
| SWD | 10% |
| Reading Recovery (1 st) and EIP | 23% |

To provide opportunities for all children to meet or exceed Georgia's rigorous, proficient and advanced levels of student performance, teachers at New Hope Elementary provide instruction based on the newly established Common Core Curriculum. New Hope consists of the following 100% highly qualified faculty and staff.

| | |
|------------------------------------|----|
| Homeroom Teachers | 27 |
| EIP Teachers | 3 |
| ESOL Teachers | 2 |
| Reading Recovery Teachers | 2 |
| Special Education Teachers | 4 |
| Gifted Teachers | 2 |
| Gifted Certified Homeroom Teachers | 5 |
| Music Teacher | 1 |
| Physical Education Teacher | 1 |

| | |
|---------------------|-----|
| Media Specialist | 1 |
| Paraprofessionals | 9.5 |
| Principal | 1 |
| Assistant principal | 1 |

All staff members work diligently to improve their teaching skills through achieving higher degrees and attending staff development courses and conferences; 43% of teachers have a Masters degree, 38% have Specialists degrees, and 1 teacher has a doctorate. Thirteen faculty members hold an ESOL endorsement, and fourteen teachers have joined the SIOP cohort using the research-based model of sheltered instruction for English Learners.

New Hope Elementary (NHE) provides an optimistic environment where students are nurtured and engaged in meaningful, challenging work and prepared for an ever changing world. Our mission, which mirrors WCS vision and mission statements, focuses our teachers, staff and administrators on designing work to help all students excel and achieve at high levels. Our mission statement, six core beliefs, and a list of Teacher Expectations were developed to ensure the common direction and focus of our school. Students, teachers, and stakeholders feel certain our Literacy Plan will permit New Hope to be an even stronger learning community.

Administrative and Teacher Leadership Team

As of July 2013, the new principal of New Hope Elementary School is Mrs. Carla Maret, and the new assistant principal is Mr. Patricia Lamb. New Hope leaders provide continuous assistance and support to teachers allowing them more time to plan and implement effective instructional strategies in classrooms. The entire school responds quickly to data and works together as a team.

Shared leadership is embedded in the design of our school’s culture with our Leadership Team, School Design Team, Student Council, School Council, and Literacy Team. The Leadership Team, consisting of the Principal, Assistant Principal, lead teacher from each grade level, Media Specialist, and Counselor focuses on areas such as time management, the calendar, and school budget concerns. The Design Team, made up of Principal, one teacher from each grade level, Counselor, Media Specialist, and Title 1 Coordinator, reviews teacher feedback by grade level and makes training decisions based on feedback. The School Council, started in 2002, is made up of teachers, parents, and business partners who participate in areas of interest in the school and assist with annual School Improvement Plans.

Instructional Initiatives

| Past Instructional Initiatives | Current Instructional Initiatives | Professional Learning Needs |
|--|--|---|
| <ul style="list-style-type: none"> Saxon Phonics-phonics program used in K-2 Jack and Jilly-Kindergarten | <ul style="list-style-type: none"> Common Core Curriculum Georgia Performance Standards SIOP strategies Learning-Focused Strategies | <ul style="list-style-type: none"> Differentiated Instruction/Tiered Instruction A consistent format for teaching writing (K-5) |

| | | |
|---|--|--|
| <ul style="list-style-type: none"> • McGraw-Hill Reading Textbooks and Resources- used in 1-5. • McGraw-Hill Grammar- used in 1-5 • Herman • Soar-to-Success • SRA • Seeing Stars • 4-Blocks | <ul style="list-style-type: none"> • Depth of Knowledge • Response to Intervention • Formative and Summative Assessments • Technology Integration • Poverty Training • WIDA standards for ELLs • Guided Reading • Reading Recovery (first grade) | <p>across the curriculum</p> <ul style="list-style-type: none"> • Effective Technology Integration • Use of Lexile to identify student reading levels • Increasing rigor and Depth of Knowledge • Instruction guided by Assessments (Dibels Next and Scholastic Reading Inventory) |
|---|--|--|

Professional Learning Needs

While all New Hope teachers are held responsible for their own ongoing professional growth, they are surveyed annually to assess their professional learning needs. Survey information is analyzed by the NHE Design Team to plan meaningful professional learning opportunities. Response to this process has been very positive as training is more relevant to staff needs.

Need for Striving Reader Project

In 2011, six of the lowest socio-economically challenged elementary schools in Whitfield County began the Literacy Collaborative Program with the hopes that the other six elementary schools would begin the following year. Because of budget restraints, New Hope still does not have a fully implemented reading program. Last year our Hispanic population rose to over 50% in our Kindergarten classes and we are adjusting our teaching methods as the population change moves up to the next grade level. Under the guidance of our Reading Recovery teacher, we began guided reading groups in our Kindergarten classes last year to address issues of multi-levels of readers entering our school. We are now implementing fully Guided Reading groups in Kindergarten and First grade. Our Second grade teachers are now in the beginning stages of professional development in this area.

Our Literacy Plan will help close achievement gaps and make literacy a vital part of students' daily lives by providing access to complex texts at a range of Lexile levels in a variety of formats and genres. Below is a list of evidence that specifically illustrates the need for the Striving Readers program at New Hope Elementary.

- In addition to those not meeting standards on the Georgia Criterion Referenced Competency Test (CRCT), a significant number of students are minimally meeting standards. We are faced with the challenge of increasing the number of students we have exceeding the state standards.

- CRCT data indicates achievement gaps for subgroups.
- There is a need for professional development in the area of effective technology integration across the curriculum.
- There is a school-wide need for a writing initiative that emphasizes writing across the curriculum in order to effectively implement the Common Core Georgia Performance Standards.
- High-quality professional development is needed to aid in planning for and implementing tiered instruction in the classroom.
- Literacy materials in classroom libraries and in the Media Center do not adequately meet the needs of all learners. Students are in need of complex texts on grade level.

Scientific, Evidence-based Literacy Plan

The Literacy Leadership Team examined the research basis in the “Why” document and utilized the “What” and “How” documents in order to create an implementable plan to improve literacy instruction. Based on the Needs Assessment, areas of concern were identified, and the Literacy Plan was created to address those needs. The goals of the Literacy Plan are outlined below along with explicit references to the specific building blocks in the “What” and “How” documents that correlate to the Key Tasks in order to meet our goal: **The students at New Hope Elementary School receive “gold standard” literacy instruction and are college and career ready upon graduation from Whitfield County Schools.**

(a)

| |
|---|
| <p>Key Task 1: Incorporate best practices in literacy in all content areas in all grade levels</p> |
| <p>Needs Assessment: 73% of our faculty felt that our school was emergent or had not addressed collaborative teams ensuring a consistent literacy focus across the curriculum. (BB 2.A, B). 63% of our teachers felt that pre-service education was not preparing teachers for all aspects of literacy instruction (in all content areas).</p> |
| <p>“What” Building Blocks and Actions Related to Goal 1</p> |
| <p>Building Block 1: Leadership</p> <ul style="list-style-type: none"> C. Action: The effective use of time and personnel is leveraged through scheduling and collaborative planning. D. Action: Create a school culture in which teachers across the curriculum are responsible for literacy instructions as articulated in the CCGPS. E. Action: Optimize literacy instruction across all content areas <p>Building Block 2: Continuity of Instruction</p> <ul style="list-style-type: none"> B. Action: Support teachers in providing literacy instruction across the curriculum <p>Building Block 3: Ongoing formative and summative assessments</p> <ul style="list-style-type: none"> A. Action: Establish an infrastructure for ongoing formative and summative assessments to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction C. Action: Use diagnostic assessment to analyze problems found in literacy screening <p>Building Block 4: Best Practices in Literacy Instruction</p> <ul style="list-style-type: none"> B. Action: Teachers work to develop and maintain interest and engagement as students progress through school |
| <p>“Why”: (pg 41-43)</p> <p>As reported by Dole, Duffy, Roehler, and Pearson (1991), reading comprehension instruction can be highly effective when teachers focus on seven main strategies for readers (listed below).</p> |

However, it is important to note that these strategies should not be taught as isolated units. Instead, strategies need to be taught as orchestrated strategies and the most important outcome of reading comprehension instruction should be a reader’s ability to self-monitor for understanding, thus motivating a reader to use the strategies flexibly and with purpose (Duke & Pearson, 2002). Strategies identified by researchers include: Visualizing, Questioning, Making Connections, Predicting, Inferring, Determining Importance, and Synthesizing/Creating

“How”:

| Planning & Implementing | Expanding & Sustaining | Research Basis |
|--|--|--|
| <ul style="list-style-type: none"> • Ensure that in any grade in which instruction is departmentalized, students receive two to four hours of literacy (reading and writing) instruction across language arts and in content area classes • Leverage instructional time for disciplinary literacy by scheduling instruction for disciplinary literacy in all content areas • Plan for targeted, sustained professional learning for the staff on literacy strategies and deep content knowledge • Study current research on disciplinary literacy in the content areas • Monitor instruction to ensure consistent use of effective instructional practices that include disciplinary literacy and active student engagement across content areas • Study research-based strategies and resources, particularly those found in “The Why” document of the Georgia Literacy Plan • Discuss ways to infuse literacy | <ul style="list-style-type: none"> • Maximize use of scheduled instructional time by identifying effective strategies for differentiating instruction, promoting active engagement, and teaching key areas of literacy and writing instruction • Monitor literacy instruction across the curriculum through: <ul style="list-style-type: none"> <input type="checkbox"/> Formal and informal observations <input type="checkbox"/> Lesson plans <input type="checkbox"/> Walkthroughs <input type="checkbox"/> Student work samples • Encourage teachers to integrate appropriate text comprehension strategies into instruction in all subject areas (i.e., self-questioning, summarizing, predicting, inferencing, graphic organizers) • Integrate literacy strategies and skill development necessary for achievement in all subjects as articulated within CCGPS • Continue to provide consistent expectations across classrooms and teachers by identifying or developing common curriculum-based | <ul style="list-style-type: none"> • According to the “Why” document, technology is a key component in improving instruction and maintaining student engagement. <hr/> <p data-bbox="1117 947 1409 982">Person(s) Responsible</p> <ul style="list-style-type: none"> • Administrators • All teachers and personnel |

| | | |
|---|--|--|
| <p>throughout the day including the use of technology</p> <ul style="list-style-type: none"> • Research and select effective screening, progress monitoring, and diagnostic tools to identify achievement levels of all students • Provide assessment measures to identify high achieving/advanced as well as struggling learners who would benefit from enrichment activities • Identify and purchase assessment and intervention materials aligned with students' needs • Teachers should be made to understand the need for any or all of the following: <ul style="list-style-type: none"> <input type="checkbox"/> Providing students with opportunities to self-select reading material and topics for research <input type="checkbox"/> Tak provide students with an understanding of the relevance of their academic assignments to their lives <input type="checkbox"/> Incr opportunities for collaborating with peers <input type="checkbox"/> to texts that students consider interesting <input type="checkbox"/> Scaf students' background knowledge and competency in navigating content area texts to ensure their confidence and self-efficacy <input type="checkbox"/> creative use of technology | <p>assessments (formal, informal, performance based)</p> | |
|---|--|--|

Key Task 2: To develop, implement, expand, and sustain a school-wide writing initiative with emphasis on integrating writing across the curriculum to meet the diverse needs of all learners.

Needs Assessment: 53% of our teachers believe we are in the emergent stage or have not addressed effective writing instruction across the curriculum. (BB 4.B)

“What” Building Blocks and Actions Related to Goal 2

Building Block 1: Leadership

E. Action: Optimize literacy instruction across all content areas

Building Block 2: Continuity of Instruction

B. Action: Support teachers in providing literacy instruction across the curriculum

Building Block 4: Best Practices in Literacy Instruction

B. Action: Writing Instruction across curriculum

C. Action: Ensure that students receive effective writing instruction across the curriculum

Building Block 5: System of Tiered Instruction for All Students

B. Action: Provide Tier I instruction based upon the CCGPS in all grades to all students in all classrooms

“Why”: (pg 44)

Because students enter the classroom with such diverse needs, one single approach is no longer effective (NCTE, 2008, p. 1). According to NCTE, “Instructional practices, writing genres, and assessments should be *holistic, authentic, and varied,*” (NCTE, 2008, p. 2) The following are effective instructional and assessment strategies for writing:

1. Require all students--especially those less experienced--to write extensively so that they can be comfortable writing extended prose in elementary school and writing essays in high school (minimum five pages) and college (ten pages). Create writing assignments that ask students to interpret and analyze a variety of texts and to write in various genres.
2. Employ functional approaches to teaching and applying rules of grammar so that students understand how language works in a variety of contexts.
3. Foster collaborative writing processes.
4. Include the writing formats of new media as an integral component of writing.
5. Use formative assessment strategies that provide students with feedback while developing drafts.
6. Employ multiple assessment measures, including portfolios, to assess students’ development as writers. (NCTE, 2008, p. 5)

“How”:

| Planning & Implementing | Expanding & Sustaining | Research Basis |
|---|---|--|
| <ul style="list-style-type: none"> • Selection, training, and implementation of a research based school-wide writing program that utilizes common formats, rubrics, anchor papers, and assessments. • Develop grade-level writing rubric that is aligned with the CCGPS and set clear expectations for goals and performance. The writing rubric will be consistent with rubrics provided by the GADOE. • Professional development in best practices in writing instruction across the content areas that is consistent with the CCGPS standards. • Implement research based strategies to help all subgroups meet standards • Plan and provide professional learning on direct, explicit instructional strategies to build students’ vocabulary, comprehension, and writing skills within each subject area • Design a vertically and horizontally articulated writing plan consistent with CCGPS • Develop or identify the programs, protocol, and/or materials necessary to implement the plan at each level • Develop a coordinated plan for writing instruction across all subject areas • Create a plan that describes | <ul style="list-style-type: none"> • All teachers will receive on-going professional development in this area. | <ul style="list-style-type: none"> • According to the “Why” document, CCGPS standards require students to write across all content areas, in a variety of formats and genres. |
| | | <p>Person(s)Responsible</p> |
| | | <ul style="list-style-type: none"> • Administrators • All teachers and personnel |

| | | |
|--|--|--|
| how technology will be used to enhance writing instruction | | |
|--|--|--|

Key Task 3: Use technology to ensure that literacy and communication skills are relevant and students are prepared to participate in a global society

“What” Building Blocks and Actions Related to Goal 3

Building Block 2: Continuity of Instruction

B: Action: Support teachers in providing literacy instruction across the curriculum

Building Block 4: Best Practices in Literacy Instruction

A: Action: Provide direct, explicit literacy instruction for all students

“Why”: (pg 56)

- Reliable research supports the integration of technology in reading, English language arts, mathematics, social studies, science, fine arts, CTAE, health, and physical education. Universities, the Partnership for 21st Century Schools, the National Council of Teachers of English, as well as content-area organizations, support the importance of technology in instruction. Research from 21st Century Schools includes the integration of information, media, and technology skills. Specifically, people in the 21st century live in a technology and media-driven environment marked by access to an abundance of information, rapid changes in technology tools, and the ability to collaborate and make individual contributions on an unprecedented scale (Partnership for 21st Century Skills, 2009). To be effective in the 21st century, citizens and workers must be able to exhibit a wide range of functional and critical thinking skills, such as information literacy; media literacy; and information, communications, and technology literacy.
- The use of technology serves another need for adolescents as well—that of remaining relevant in a rapidly changing world. Not only is technology vital in the workplace, it has become the major tool for young people to communicate with one another. “New technologies and new job tasks have changed the meaning of what it means to write and write well.” (Lenhart, et al, 2008, p. 3) In an article for EdTech Magazine, titled “21st Century Skills”, the author said, “The new mandate for schools is simple: Be relevant to students while giving them the latest skills to compete globally.” (Sturgeon, 2008) Rather than viewing technology as a distraction, educators must learn to rethink instruction in order 2008) to leverage their students’ fascination with technology rather than to see it as a distraction only.

“How”:

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|------------------------------------|-----------------------------------|-----------------------|
| Planning & Implementing | Expanding & Sustaining | Research Basis |
|------------------------------------|-----------------------------------|-----------------------|

| | | |
|---|--|--|
| <ul style="list-style-type: none"> • Infuse all types of literacy throughout the day e.g., print, online, blogs, wikis, social media • Plan and provide professional learning on direct, explicit instructional strategies to build students’ vocabulary, comprehension, and writing skills within each subject area • Plan and provide professional learning on differentiated instructional options for literacy assignments | <ul style="list-style-type: none"> • Guide students to focus on their own improvement • Expand opportunities for students to write, speak, and listen using both face-to-face and online options for listening, viewing and communicating through social media • Celebrate and publish good student writing in a variety of formats (e. g., district and school websites and blogs, social media, local newspapers, literacy magazines, classroom and school libraries, etc.) | <ul style="list-style-type: none"> • According to the “Why” document, CCGPS standards require students to have a wide range of reading skills and abilities. <p>Person(s) Responsible</p> <ul style="list-style-type: none"> • All teachers • Administration |
|---|--|--|

Key Task 4: To provide teachers and administrators with high quality professional development on Tiered instruction and differentiation strategies as it relates to literacy instruction.

Needs Assessment: 63% of our teachers felt that pre-service education was not preparing teachers for all aspects of literacy instruction (in all content areas) (BB 6.A)

“What” Building Blocks and Actions Related to Goal 4

Building Block 4: Best Practices in Literacy Instruction

A. Action: Provide direct, explicit literacy instruction for all students

Building Block 5: System of Tiered Intervention for All Students

A. Action: Use information developed from the school-based data teams to inform RTI process

B. Action: Provide Tier I instruction based upon the CCGPS in all grades to all students in all classrooms

C. Action: Implement Tier 2 needs-based interventions for targeted students

D. Action: In Tier 3, ensure that Student Support Team and Data Team monitor progress jointly

E. Action: Implement Tier 4 specially-designed learning through specialized programs, methodologies, or instruction based upon students’ inability to access the CCGPS any other way

“Why”: (pg 131-135)

Teachers implementing best practices support the RTI pyramid tiers 1 and 2 because the focus is on all students accessing the Georgia Performance Standard and the Common Core Georgia Performance Standards by 2014. The standards are essential to Georgia’s literacy initiatives and

support the state's definition of literacy.

Effective adolescent instruction and intervention practices include explicit vocabulary instruction, implementation of strategies that develop independent vocabulary learners, opportunities for extended discussion of text meaning and interpretation, students' motivation and engagement in literacy learning, and intensive individualized interventions for struggling readers. Thus, highly qualified specialists are recommended for struggling readers (Kamil et al., 2008).

Applying best practices strategies will impact all students. For ELL students in elementary grades, these strategies supplemented with more extensive recommendations will enhance the intervention efforts. Screening for reading problems, monitoring progress, using intervention strategies for intensive small reading groups, varying extensive vocabulary instruction, developing academic language, and providing regular peer-assisted learning opportunities are valuable intervention tools. Providing ongoing support for teachers and interventionists (Title I personnel, reading coaches, literacy coaches, etc.) is critical for the intervention strategies to work (Gersten et al., 2007).

6.D.1. Tier I: Standards-Based Classroom Learning

All students participate in general education learning that includes:

- Universal screenings to target groups in need of specific instructional support
- Implementation of the Common Core Georgia Performance Standards by 2014 in a standards-based classroom
- Differentiation of instruction including fluid, flexible grouping, multiple means of learning, and demonstration of learning
- Progress monitoring of learning through multiple formative assessments

Standards-based classroom learning describes effective instruction that should be happening in all classrooms for all students.

- As Georgia moves towards full implementation of the Common Core Georgia Performance Standards (CCGPS), the standards are the foundation for the learning that occurs in each classroom for all students.
- Standards-based learning environments which are implemented with fidelity are necessary to ensure all students have access to quality instruction. This fidelity of implementation ensures that 80-100% of students are successful in the general education classroom.
- Instruction and learning which focus on the GPS and include differentiated, evidence-based instruction based on the student's needs are paramount.
- Tier 1 is limited not only to instruction in the academic content areas but also to the developmental domains such as behavioral and social development.
- Schools should identify common formative assessments and a common protocol for

analyzing and recording student progress.

- Teachers utilize common formative assessment results and analysis of student work to guide and adjust instruction
- Data from formative assessments should guide immediate decision making on instructional next steps.
- Tier 1 represents effective, strategic, and expert instruction that is available in all classrooms. The use of effective questioning skills is critical in responding to student performance. Bloom's Taxonomy can be a guide to the types of questions asked by teachers for student feedback.
- Focused attention to content knowledge of teachers is required to support appropriate teacher questioning and feedback skills.
- Rigorous instruction based on the CCGPS is required. Vertical (across grade level) instructional conversations encourage teachers as they seek to support struggling readers and to challenge all students to demonstrate depth of understanding. Instruction should include such cognitive processes as explanation, interpretation, application, analysis of perspectives, empathy, and self-knowledge. Alignment of instruction and assessment based on the National Assessment of Educational Progress (NAEP) and the CCGPS will ensure student access to an appropriate and rigorous instructional program.

6.D.2. Student Movement to Tier 2

- District and/or school benchmark assessments are used to determine student progress toward grade level mastery of the GPS and (the CCGPS by 2014).
- A universal screening process is used to identify students requiring additional assessments in reading, math, and/or behavior. These additional assessments ensure accurate identification of struggling students or students not performing at expected levels.
- Students identified are placed in Tier 2 interventions that supplement the Tier 1 classroom.
- During the instructional year, Tier 1 progress monitoring is used in the classroom as a part of standards-based instruction. As student assessment data indicates a need for Tier 2 support, the data team will follow school- created procedures for decision making. Three important questions must be addressed to determine the reason for the need for additional support.
- Movement between Tier 1 and Tier 2 is fluid and flexible. Adequate time should be given for the Tier 1 instructional program to be implemented before determining Tier 2 support is needed.

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6.D.3. Student Movement to Tier 3

- The data team will confirm the fidelity of implementation of the intervention through frequent contact and observation during instruction.
- Additional Tier 2 interventions may be required if little or no progress is documented. The data team will follow previously established protocols to determine if additional Tier

2 interventions should be implemented.

- After the appropriate amount of time (time in weeks dependent on the intervention), the data team should assess student progress and determine if continued support through Tier 2 is required, if additional Tier 2 interventions are required, or if Tier 3 support, in addition to Tier 1 and Tier 2, is required.

6.D.4. Student Movement to Tier 4

In addition to Tiers 1 through 3, targeted students participate in specialized programs, methodologies, or instructional deliveries. This provides a greater frequency of progress monitoring of student response to intervention(s). Tier 4 is developed for students who need additional support and who meet eligibility criteria for special program placement, including gifted education and special education.

With three effective tiers in place prior to specialized services, more struggling students will be successful and will not require this degree of intervention. Tier 4 does not represent a location for services but indicates a layer of interventions that may be provided in the general education class or in a separate setting. For students with disabilities needing special education and related services, Tier 4 provides instruction that is targeted and specialized to meet students' needs. If a student has already been determined as having a disability, then the school district should not require additional documentation of prior interventions in the effect the child demonstrates additional delays. The special education instruction and documentation of progress in the Individualized Education Program (IEP) will constitute prior interventions and appropriate instruction. In some cases, the student may require a comprehensive evaluation to determine eligibility of additional disability areas.

“How”:

| Planning & Implementing | Expanding & Sustaining | Research Basis |
|---|---|---|
| <ul style="list-style-type: none"> • Teachers and administrators will receive high-quality professional development in planning for tiered instruction and differentiating instruction to meet the needs of all learners, and the RTI process. • Grade levels will be given data days to work with the Instructional Coach to examine data and create instructional plans for implementation. • Acceleration and Remediation plans, along with Tier 3 intervention plans, will be documented in lesson plans • Continue and expand upon daily literacy block in all grade | <ul style="list-style-type: none"> • All teachers will receive on-going professional development in this area. • Continued training for Depth of Knowledge • Weekly grade level collaboration for lesson planning and data review • Share effective differentiated lessons and differentiation strategies in teacher team meetings • Monitor and track student movement between the Tiers • Ensure that Tier 3 includes | <ul style="list-style-type: none"> • According to the “Why” document, it is necessary to provide a four-tiered instructional model in order to meet the needs of all students. <p>Person(s) Responsible</p> <ul style="list-style-type: none"> • Administrators • All teachers and personnel • School Psychologist |

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| <p>levels that includes whole-group explicit instruction as well as small group instruction for differentiation for all students</p> <ul style="list-style-type: none"> • Provide training on utilizing data to inform interventions • Provide appropriate supplemental and intervention materials • Establish a Tier 3 team that meets at least monthly to discuss student progress based on daily interventions • Create co-teaching teams in which the most highly qualified content area teachers are paired with the most highly qualified ESS teachers to insure quality of instruction for Tier 4 students. | <p>proven interventions that address specific needs</p> | |
|--|---|--|

Key Task 5: To use frequent and multiple measures as diagnostic and monitoring tools to plan for instruction.

Needs Assessment: Only 47% of our staff felt the infrastructure for ongoing formative and summative assessments is operational to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction

“What” Building Blocks and Actions Related to Goal 5

Building Block 3: Ongoing formative and summative assessments

A. Action: Establish an infrastructure for ongoing formative and summative assessments to determine the need for and the intensity of interventions and to evaluate the effectiveness of instruction

B. Action: Use universal screening and progress monitoring for formative assessment

“Why”: (pg. 120)

In a 2009 practice guide prepared for the National Center on Educational Excellence titled *Using Student Achievement Data to Support Instructional Decision Making*, Hamilton, et al, posited five recommendations to schools and districts seeking to maximize the use of data to improve teaching and learning. Two of the recommendations address actions that teachers can take; the other three concern developing the infrastructure necessary to make the first two possible.

Classroom-level recommendations:

1. Make data part of an ongoing cycle of instructional improvement
2. Teach students to examine their own data and set learning goals

Administrative recommendations:

3. Establish a clear vision for school-wide data use
4. Provide supports that foster a data-driven culture within the school
5. Develop and maintain a district-wide data system

“How”:

| Planning & Implementing | Expanding & Sustaining | Research Basis |
|--|--|--|
| <ul style="list-style-type: none"> • Ensure that teachers understand the purpose for and use of formative assessment and how it differs from summative assessment • Provide assessment measures to identify high achieving/advanced as well as struggling learners who would benefit from enrichment • Administer assessments and input and analyze data according to the established timeline • Evaluate the results of the assessments in order to adjust expectations and instruction in all classrooms • Upgrade technology infrastructure, if necessary, to support assessment administration and dissemination of results • Identify and purchase assessment and intervention materials aligned with students’ needs • Identify and train all staff who will administer assessments to ensure standardized procedures | <ul style="list-style-type: none"> • Continue to research and select effective screening, progress monitoring, and diagnostic tools to identify readiness levels of all students • Continue to purchase assessment and intervention materials aligned with students’ needs • Provide continued professional learning to staff who administer assessments to maintain use of standardized procedures and accurate data recording • Make data-driven budget decisions aligned with literacy priority | <ul style="list-style-type: none"> • According to the “What” document, parent involvement is a key component of literacy development in children from Birth-to-12th grade. |

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| <p>and accurate data recording</p> <ul style="list-style-type: none">• Research and select effective universal screening to measure literacy competencies for all students across the curriculum• Include assessment measures to identify high achieving/advanced learners who would benefit from advanced coursework | | |
|--|--|--|

Needs Assessment

Description of Needs Assessment Process (a. & b.)

In order to better understand our needs, all content and ancillary teachers including special education, ELL, media, and paraprofessionals completed an electronic survey using the *Georgia Literacy Plan Needs Assessment for Literacy in Kindergarten to Grade 12* document. The surveys required teachers to use a Likert-type scale to answer questions related to current instructional practices. The responses were compiled and analyzed by the Literacy Team in order to determine the areas of concern in literacy instruction. Because the survey data did not create a complete picture for the Literacy Team, the team gave all teachers an open-ended questionnaire to complete as a grade level or department to further inform our needs assessment. Open-ended questions included:

- What are the gaps in New Hope Elementary’s literacy program? (Reading/English)
- What are the gaps in NHE’s literacy program? (Science, Math, SS)
- What materials/items are lacking in creating an environment in your classroom that supports literacy?
- What technological advances could be used to aid in literacy instruction in the classroom?
- What intervention resources are needed to promote literacy? (Remediation and Acceleration)
- What do you view as the key obstacles in raising literacy achievement with NHE students?

The process also included analysis of disaggregated (grade, content, student subgroups) assessment data from the Georgia Kindergarten Inventory of Developing Skills (GKIDS), Measure of Academic Progress (MAP), Criterion-Referenced Competency Tests (CRCT) and State Writing Exams. The following teachers participated in the analysis:

NHE Literacy Team

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|--|-------------------------------------|-------------------------|
| Admin- Carla Maret | 2 nd Grade: Trish Linder | ESS- Melanie Penson |
| Admin- Patricia Lamb | 3rd Grade: Kristy Guice | Media: Kelley Johnston |
| K: Cortney Buckelew | 4th Grade: Ginger Gray | EIP/RR: Denise Langford |
| 1 st Grade: Priscilla Collins | 5th Grade: Gita Brown | EL: Renee Griffin |

Areas of Concern

A summary of the Areas of Concern the Literacy Team uncovered follows:

| Main Findings from “What Document” Researched-Based Practices | Areas of Concern As They Relate to the Researched-Based Practices | Steps to Address the Problems |
|--|--|---|
| <p>Incorporate best practices in literacy in all content areas (“The What” document; Building Block 4)</p> <ul style="list-style-type: none"> - Specifically: Block 4/A <p>A core program to provide continuity based on a carefully articulated scope and sequence of skills that is integrated into a rich curriculum of literacy and informational texts</p> | <ul style="list-style-type: none"> • Lack of core program that provides continuity • Use of time and personnel • Need updated technology • Increase exposure to informational text • Provide updated media center resources • Increase materials for research projects • Develop systems to focus on important literary skills (phonics, sight words, vocabulary, spelling) | <p><u>Steps Already Taken:</u></p> <ul style="list-style-type: none"> • Implementation of CCGPS (K-5, ESS, EIP, EL) • Teaching of vocabulary in all content areas (K-5, ESS, EIP, EL) <p><u>Steps To Take:</u></p> <ul style="list-style-type: none"> • Increase the number of informational texts available to all students in the media center and in the classroom (K-5, ESS, EIP, EL) • More complex text exposure (K-5, ESS, EIP, EL) • Additional texts for all grade levels: Big Books, Non-fiction, Book sets (specific content) for grades 3-5 • Professional development in the identified core program and technology(All certified staff) |
| <p>Increase writing time in all content areas (“The What” document; Building Block 4)</p> | <ul style="list-style-type: none"> • There should be a coordinated plan for writing instruction across all subject areas • All teachers should provide writing instruction • Technology should be used to produce, publish, and communicate across the curriculum | <p><u>Steps Already Taken:</u></p> <ul style="list-style-type: none"> • The writing process is taught by teachers (K-5) <p><u>Steps to Take:</u></p> <ul style="list-style-type: none"> Adoption of a school-wide, commonly adopted writing rubric (K-5, ESS, EIP, EL) • Increase exposure to all types of literacy (print, non-print, online, etc.) (K-5, ESS, EIP, EL) • Use exemplary writing |

| | | |
|---|---|---|
| <p>Develop and maintain interest and engagement as students progress through school (“The What” document; Building Block 4)</p> | <ul style="list-style-type: none"> • Technology is needed to keep up with the 21st century learner • Make learning relevant • Increase access to text students find interesting | <p>samples to model quality writing</p> <p><u>Steps Already Taken</u></p> <ul style="list-style-type: none"> • Professional development in Working on the Work • Professional development about text complexity and Lexile levels (All certified staff) <p><u>Steps to Take:</u></p> <ul style="list-style-type: none"> • Provide text complexity (K-5, ESS, EIP, EL) • Provide teachers with a variety of reading materials (K-5, ESS, EIP, EL) • Exposure to different types of media (K-5, ESS, EIP, EL) • Use technology to differentiate learning (K-5, ESS, EIP, EL) • Professional learning in technology (All certified staff) |
| <p>Plan ongoing, frequent, and multiple measures that will be used as diagnostic and monitoring tools to plan for instruction (“The What” document; Building Block 3)</p> | <ul style="list-style-type: none"> • Need higher-level assessments • Increase use of rubrics • Grade level common planning of assessments • Increase diagnostic testing | <p><u>Steps Already Taken</u></p> <ul style="list-style-type: none"> • MAP assessment given 3 times per year • Rubrics are utilized at times (K-5) • Grade levels plan together (K-5) <p><u>Steps to Take:</u></p> <ul style="list-style-type: none"> • Add DIBELS Next (K-3) • Add Scholastic Reading Inventory (3-5) • Higher-level assessments (K-5) • Assessments for evaluation of writing samples (K-5) • Teach word processing editing/skills (3-5) |

| | | |
|--|---|--|
| | | <ul style="list-style-type: none"> • Training on evaluating writing (All certified staff) • A data collection plan and calendar outlining assessment dates (All certified staff) |
| Provide research-based interventions through the use of Response to Intervention (“The What” document; Building Block 5) | <ul style="list-style-type: none"> • Need to align new common core standards to a current core curriculum • Not enough materials for intervention | <p><u>Steps Already Taken:</u></p> <ul style="list-style-type: none"> • RTI process (K-5, EIP) <p><u>Steps to Take:</u></p> <ul style="list-style-type: none"> • Purchase updated core text in reading, language, social studies, and science (K-5) • Training in core standards and RTI process (All certified staff) • More materials for intervention (K-5, ESS, EIP, EL) |

Root Cause Analysis (c.)

The Literacy Team of New Hope Elementary conducted a root cause analysis using the fishbone method to identify the cause of student literacy struggles or inadequate literacy skills. The question posed was: What do you view as the key obstacles in raising literacy achievement of New Hope Elementary students?

| Category | Causes |
|-----------------------|--|
| Assessment | Lack of technology; lack of comprehensive assessment for specific skills (K-5); diagnostic assessment tools for comprehension skills (K-5) |
| Instruction | Lack of core program for continuity; Lack of technology; lack of materials for remediation (K-5); Lack of informational text on a variety of reading levels (K-5); Limited opportunities to verbalize thoughts and ideas |
| Curriculum | Lack of technology; Limited non-fiction materials; Limited resources for higher level thinking/comprehension skills (K-5); need for more phonics activities for all grades (classroom, Special Education Department, English Language Learners and Early Intervention Program) |
| Planning/Organization | Limited opportunities for collaborative and vertical planning; limited |

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|-----------------------|--|
| | access to higher level thinking activities for all grade levels |
| Data Analysis | No accurate data due to a lack of diagnostic assessment tools for comprehension and specific skills; lack of data to drive instruction for comprehension skills |
| Professional Learning | Limited professional training in the following areas: how to integrate technology into core lessons; how to find resources to supplement existing science/social studies textbooks; training for use of Depth of Knowledge (DOK) levels and higher order thinking activities |

Analysis and Identification of Student and Teacher Data

Over the past five years, New Hope has continued to have 94% or more of their students meet or exceed the state benchmark for Reading/Language Arts on the CRCT. Our goal for Reading/LA is to maintain 95% of students who meet or exceed and also increase the number of students that exceed. In Math, progress has been made over the past five years. From 2008 – 2011, an 11.5 percentage point increase was seen on the CRCT. Our goal is to continue the trend and have no less than 87% of our students meet or exceed the state benchmark on the CRCT assessment.

The 5th grade writing scores have increased steadily for a total gain of 8 percentage points over the last four years. The 2011-2012 scores showed that 88% of the students in 5th grade met or exceeded.

In 2009, our school system began assessing students based on individual progress and gains using the MAP (Measure of Academic Progress) assessment by NWEA. Students in grades 3-5 are assessed 3 times a year in the area of Reading, Language Arts and Math. In 2011, students in grades K-2, system wide, began assessing students using MAP in the areas of reading and math. Individual goals are set by teachers for students based on their scores and data is given to teachers to allow them to differentiate instruction for students. In K-2, the writing strands were listed as strengths and in 3-5, the purpose and structure strands were strengths as well as literary comprehension. Reading weaknesses in K-2 were phonological awareness and in 3-5 were phonics/word identification. The strengths for Language Arts were Conventions/Grammar

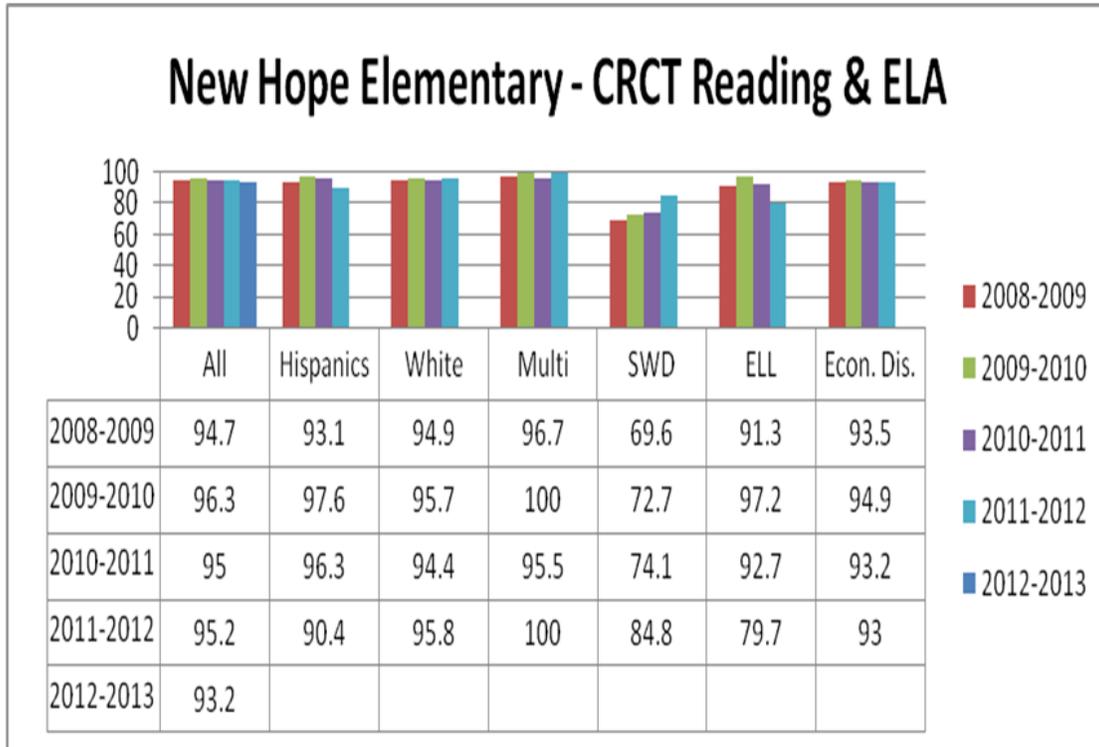
(a, b, g)

| MAP Data Reading | | | | | |
|-------------------|----------------------|--------------------|--------------------|-----------------------|-------------------------------------|
| Spring 2013 | NHE Spring RIT Score | Spring Status Norm | Actual Mean Growth | Projected Mean Growth | Percentage Meeting Projected Growth |
| Kindergarten | 158.1 | 156 | 17.1 | 15.2 | 65.7 |
| First Grade | 180.5 | 176.9 | 16.1 | 16.8 | 48.4 |
| Second Grade | 192.1 | 189.6 | 11 | 13 | 41.5 |
| Third Grade | 201.8 | 199.2 | 9.9 | 9.1 | 55 |
| Fourth Grade | 208.7 | 206.7 | 6.5 | 6.7 | 51.8 |
| Fifth Grade | 216.3 | 212.3 | 6.7 | 5.1 | 65.6 |
| MAP Data Language | | | | | |
| Spring 2013 | NHE Spring RIT Score | Spring Status Norm | Actual Mean Growth | Projected Mean Growth | Percentage Meeting Projected Growth |
| Third Grade | 201.5 | 200.3 | 9.3 | 9.1 | 50 |
| Fourth Grade | 210 | 207 | 6.3 | 5.9 | 53.7 |
| Fifth Grade | 216.3 | 212.9 | 6 | 4.7 | 62.9 |

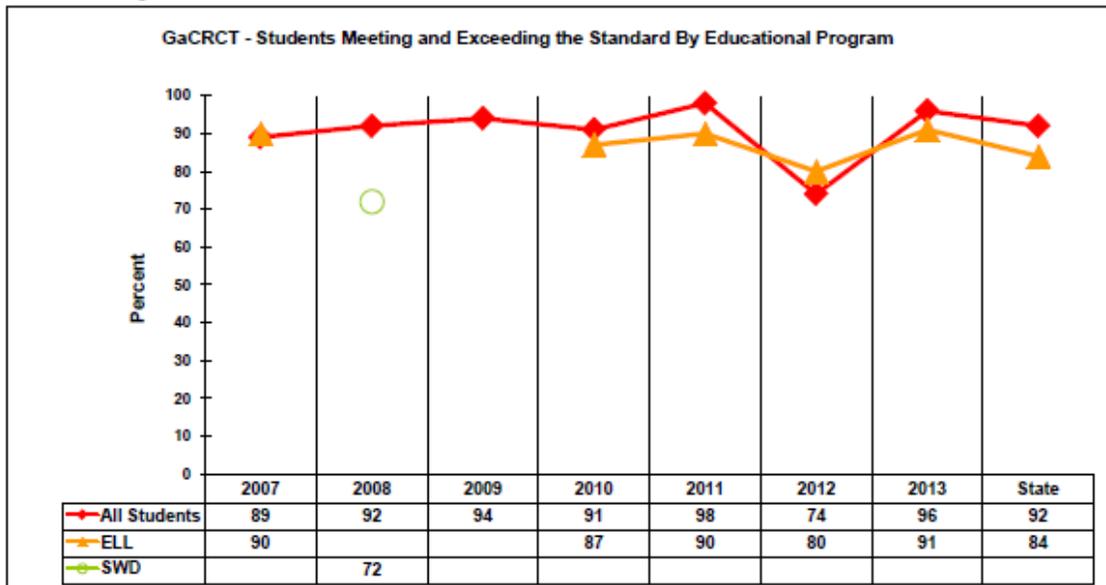
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New Hope Elementary 5 Year Comparison – Reading/ELA
2009-2013



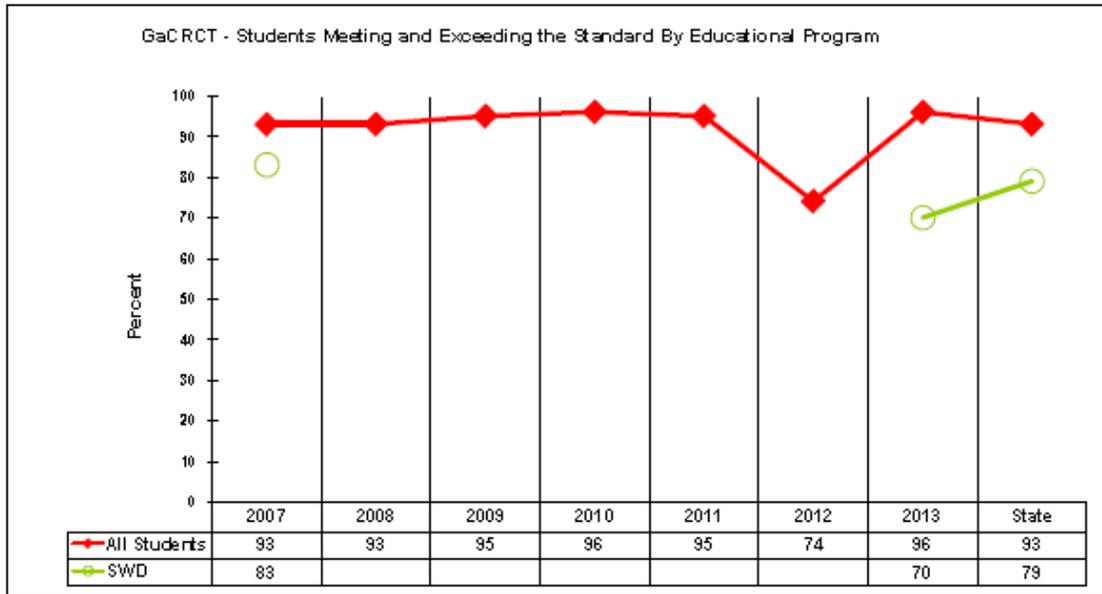
Grade 3 Reading



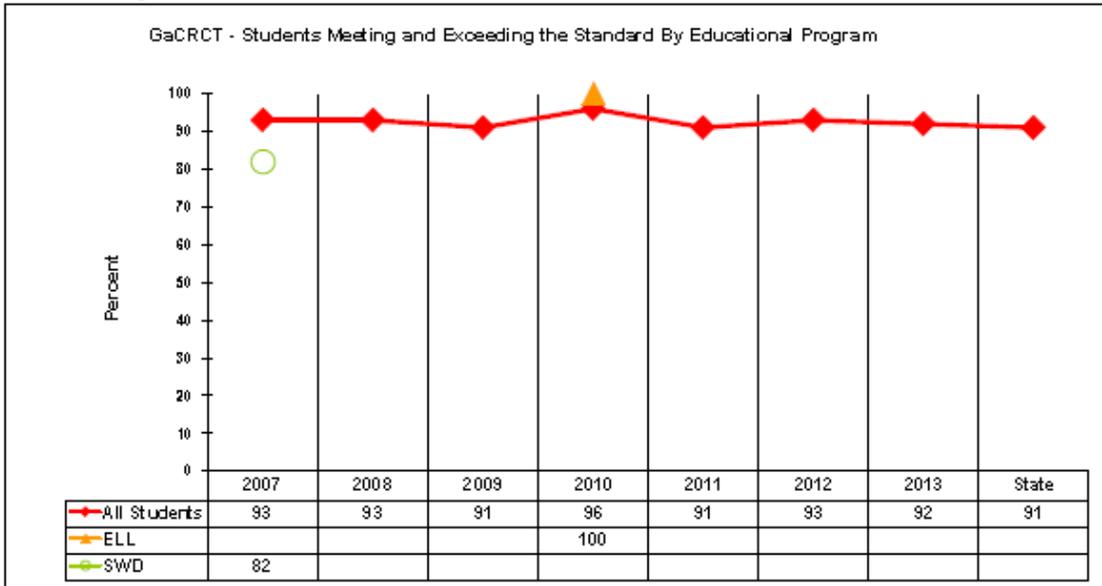
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Grade 4 Reading



Grade 5 Reading



| CRCT Reading Data by Domain Average Percent Correct (a) | | | | | | |
|---|---------------|-------|-----------------------|-------|----------------|-------|
| | Comprehension | | Informational Reading | | Reading Skills | |
| | DNM | M/EXC | DNM | M/EXC | DNM | M/EXC |
| 3 rd -5 th | 4% | 96% | 42% | 58% | 10% | 90% |

| 5 th Grade Writing Assessment (a) | | | | | | | | |
|--|------|------|------|------|--------------|------|------|------|
| % of students at each performance level | DNM | | | | Met/Exceeded | | | |
| | 2010 | 2011 | 2012 | 2013 | 2010 | 2011 | 2012 | 2013 |
| | 15% | 13% | 15% | 12% | 85% | 87% | 86% | 88% |

| 3 rd Grade Writing Assessment (a) | | | | | | | | | |
|--|---------------|-------|-----|--------------|-----|-------|-----|-------------|-----|
| | | Ideas | | Organization | | Style | | Conventions | |
| | | M/EXC | DNM | M/EXC | DNM | M/EXC | DNM | M/EXC | DNM |
| Types of Writing | Informational | 99% | 1% | 80% | 20% | 91% | 9% | 82% | 18% |
| | Persuasive | 96% | 4% | 85% | 15% | 90% | 10% | 75% | 25% |
| | Narrative | 97% | 3% | 81% | 19% | 84% | 16% | 73% | 27% |

Analysis of Student Data (c)

Strength Areas

1. CRCT: 3rd grade- above the expected levels of performance in the areas of Reading, Language and Social Studies. 4th grade- above expected levels in all of the tested areas. 5th grade- above the expected levels in the areas of Reading, Math, Science and Social Studies.
2. Math in 4th and 5th grade showed a positive trend from 2008-2013 CRCT testing. 4th grade- 23 point gain in 5 years; 5th grade- 12 point gain in 5 years.
3. Hispanic subgroup: 4th grade- 12 point gain in 5 years from 2008-2013. 5th grade- increased scores over the past 5 years by 22 points in Math, 13 points in Reading, 22 points in Science, and 17 points in Language with 100% on or above grade level in Language.
4. Based on MAP testing, students in grades K, 1st and 2nd were above the levels for Math. All grade levels were above the expected levels in Reading. This supports the CRCT data that 3rd, 4th and 5th were above the state standards for reading. Also, grades 3rd, 4th and 5th were above the levels.
5. On the 5th grade writing exam, the state norm was 82% and our school was at 87%.

Areas of Weakness (Focus):

1. Based on CRCT 2013, the areas below the expected levels of performance were Math in 3rd grade and Science in 3rd grade. In Math the state average was 79% on or

above grade level and only 72% of our students meet or exceeded. In Science, the state was at 78% and we were at 75%.

2. An area that shows a negative trend based on the last 5 years of testing on CRCT from 2008-2013 was Science in 3rd grade. Over the past 5 years we have gone from the 93% to the 75% with a steady decrease into the 80th percentiles over time.
3. In 3rd grade, the ELL subgroup shows a trend toward decreasing performance in Language from 2010-2013. The scores have declined from 87% to 74%.
4. Increase the percentage of students meeting and exceeding writing to above 90%.
5. Increase the amount of time students are reading in all classrooms to raise the level of comprehension moving students from meets to exceeds on assessments
6. Increase reading comprehension skills for all students by improving our teaching methods

Goals and Objectives (f)

| Goals | Objectives |
|---|---|
| 1. Increased student achievement in the informational reading domain on the CRCT | <ul style="list-style-type: none"> • Provide expository texts at a wide variety of Lexile levels in classrooms and in the Media Center • Professional Learning focused on specific strategies for teaching informational reading skills |
| 2. Increased student achievement for all subgroups | <ul style="list-style-type: none"> • Professional learning on tiered instruction • Reading materials at a wide range of Lexile levels in a variety of subject areas and interests |
| 3. Increase the number of students exceeding on state Writing Exam | <ul style="list-style-type: none"> • Incorporate school wide writing rubrics and provide professional development on teaching the writing process |
| 4. Begin assessing students with DIBELS Next (K-3) and Scholastic Reading Inventory (3-5) | <ul style="list-style-type: none"> • Professional Learning on best practices in reading • Professional learning on analyzing data • Provide a range of resources to build early literacy skills |
| 5. Increase CRCT scores in Science | <ul style="list-style-type: none"> • Provide standard specific expository texts at a wide variety of Lexile levels |

Teacher Data (d, e)

There is very little attrition among the staff at NHE- only in circumstances of retirement. The 100% highly qualified faculty and staff of New Hope consists of 27 homeroom, 3 fulltime EIP, 2 ESOL, 2 Reading Recovery, 3 Special Education, 2 fulltime Gifted (5 additional gifted-

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certified homeroom teachers), 1 Music, 1 PE teacher, 1 Media Specialist and 9.5 paraprofessionals. All staff work diligently to improve their teaching skills through achieving higher degrees and attending staff development courses.

| Teacher Degrees/certificates | Percentage |
|-------------------------------------|-------------------|
| Masters | 43% |
| Specialists | 38% |
| Gifted Endorsement | 16% |
| ESOL Endorsement | 29% |
| SIOP training | 32% |

| (h) On-Going Professional Learning | | |
|---|--------------|----------------------|
| Trainings | Dates | Participation |
| Depth of Knowledge | 2013 | 100% |
| Common Core Georgia Performance Standards | 2011-present | 100% |
| Grade Level Collaboration in Reading, Math, and Writing | 2009-present | 100% |
| Mark Diamond Writing Instruction | 2009-2013 | 100% |
| WIDA Standards | 2010-present | 100% |
| Poverty Training | 2012-13 | 100% |
| Technology Integration | 2011-present | 100% |
| Math Strategies | 2012-present | 100% |
| WOW Frameworks: Student Engagement | 2008-present | 100% |
| Teacher Keys Effectiveness System | 2013-present | 100% |

Project Plan, Procedures, and Goals, Objectives, and Support

Project Goals and Objectives:

Implementation Plan

NHE’s goal, objectives, and tasks are informed by the research and Building Blocks in the “What?” and “Why?” documents.

| | | |
|--|--|--|
| <p>Goal 1: Students in grades 3-5 will demonstrate improved performance in reading as measured by positive trends in proficiency scores on the CRCT over the course of the grant.</p> | <p>Goal 2: Students in grades 3-5 will demonstrate improved performance in English language arts as measured by positive trends in proficiency scores on the CRCT over the course of the grant.</p> | <p>Goal 3: Students in grades 3-5 will demonstrate improved performance in writing as measured by positive trends in proficiency scores on the writing test over the course of the grant.</p> |
| <p>Objective 1: Incorporate best practices in literacy in all content areas <i>(BB-1.CDE,2.B,3.AC,4.B; What?-Page 5,9,10; Why?-8AB,6D,6A)</i></p> <ul style="list-style-type: none"> • Action 1: Purchase updated science and social studies materials for all grade levels • Action 2: Expand inventory for media center • Action 3: Purchase leveled texts for book room for all content areas • Action 4: Purchase trade books to build classroom libraries for grades 4-5, Gifted, English Language Learners, and Early Intervention Program • Action 5: Purchase materials to support comprehension instruction • Action 6: Implement a CCGPS aligned reading series and implement research-based strategies • Action 7: Provide tablet/laptops for students and teachers to increase exposure to a variety of texts | | |
| <p>Objective 2: Implement a consistent writing framework and curriculum for grades K-5 <i>(BB1.E,2.B,4.BC,5B; What?-Page 10; Why?-2C,5I)</i></p> <ul style="list-style-type: none"> • Action 1: Increase writing time in all content areas • Action 2: Develop school-wide rubric aligned to CCGPS | | |

- Action 3: Teach the writing process and implement the process in all subjects
- Action 4: Plan time for teachers to discuss exemplary samples with students to model features of quality writing
- Action 5: Update informational texts to address CCGPS
- Action 6: Provide online support for writing
- Action 7: Purchase tablets, e-readers, and e-books for students to expand available research materials

Objective 3: Develop and maintain interest and engagement as students progress through school by using technology to ensure literacy and communication skills are relevant and current to the global society (*BB-2.B,4.A; What?-Page 5,9,10; Why?-8AB,6D,6A*).

- Action 1: Provide complex texts appropriate to grade level and adjusted to the needs of individual students through a variety of resources (books, computers, e-readers)
- Action 2: Purchase resources providing variety and choice in reading materials
- Action 3: Infuse all types of literacy throughout the day
- Action 4: Develop meaningful opportunities for students to write, speak, and listen using social media for both face-to-face and online options
- Action 5: Use technology to differentiate learning within content areas

Objective 4: Provide teachers and administrators with high quality professional development on Tiered instruction and differentiation strategies as it relates to literacy instruction (*BB-4.A,5ABCDE; What?-Page 6,7,9,10; Why?-2E2,2E3,1B,6D*)

- Action 1: Use data to identify students needing intervention
- Action 2: Monitor progress on a regular basis
- Action 3: Provide professional learning on the RTI process and for each Tier
- Action 4: Acquire interventions that support the specific needs of diverse learners

Objective 5: Use frequent and multiple measures as diagnostic and monitoring tools to plan differentiated instruction. (*BB-3.AB; What?-Page 8; Why?-5A2*)

- Action 1: Purchase any necessary assessment materials and train teachers to

- administer any new assessments
- Action 2: Develop an assessment calendar to include universal screenings and progress monitoring
 - Action 3: Administer assessments and collaboratively analyze data in grade level teams
 - Action 4: Conference with students concerning data from assessments
 - Action 4: Make instructional adjustments based on assessment results
 - Action 5: Reassess to ensure mastery or the need for reteaching

As stated in our goals, state assessments will be the summative measure of our plan. Implementation will be formatively monitored and measured as summarized below:

| Formative Measures | Tasks | Summative Measures for Students | Tasks |
|---------------------------|--------------|--|---------------|
| NWEA MAP | 1,2,3,4,5 | NWEA MAP | 1,2,3,4,5 |
| DRA | 1,2,3,4,5 | Writing Exam | 1,2,3,4,5 |
| GKIDS | 1,2,3,4,5 | GKIDS | 1,2,3,4,5 |
| Running Records | 1,5 | CRCT | 1,2,3,4,5 |
| ACCESS | 1,2,3,4,5 | ACCESS | 1,2,3,4,5 |
| Written Retelling | 1,2,4,5 | Online essay scoring | 2, 3, 6, 7, 8 |
| AIMSWEB | 1,2,3,4,5 | Formative Measures for Staff | |
| DIBELS | 1,2,3,4,5 | Periodic Georgia Literacy Observation Checklist (GLOC) | 1,2,3,4,5 |
| Technology Usage Data | 3 | Lesson Plan Reviews | 1,2,3,4,5 |
| Student Products | 1,2,3,4,5 | Summative Measures for Staff | |

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|---------------------|------|-----------|-----------|
| Core Phonics Survey | 4, 5 | TKES Data | 1,2,3,4,5 |
| | | GLOC Data | 1,2,3,4,5 |

RTI Model

| Grade Level | Tier 1 Personnel | Tier 2 Personnel | Tier 3 Personnel | Tier 4 Personnel |
|--------------------|---|--|--------------------------------------|--|
| K | Teacher & Paraprofessional 115 minutes | Teacher & Paraprofessional 45 minutes | Teacher 20 minutes | <ul style="list-style-type: none"> • ESS Inclusion Paraprofessional • Gifted (Alpha Teacher) • Speech/Language Pathologist • ESOL Teacher 45 minutes |
| 1 st | Teacher 120 minutes | Teacher 40 minutes | Teacher EIP teacher 45 minutes | <ul style="list-style-type: none"> • ESS Inclusion Paraprofessional • Gifted (Alpha Teacher) • Speech/Language Pathologist • ESOL Teacher 45 minutes |
| 2nd | Teacher 115 minutes | Teacher 45 minutes | Teacher EIP Teacher 45 minutes | <ul style="list-style-type: none"> • ESS Inclusion Paraprofessional • Gifted (Alpha Teacher) • Speech/Language Pathologist • ESOL Teacher 45 minutes |
| 3rd | Teacher 130 minutes | Teacher 30 minutes | Teacher EIP Teacher 45 minutes | <ul style="list-style-type: none"> • ESS Inclusion Paraprofessional • Gifted (Alpha Teacher) • Speech/Language Pathologist • ESOL Teacher 45 minutes |

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|-----|--|---------|---|--|
| 4th | Teacher Departmentalized 160 minutes | Teacher | Teacher EIP Teacher 45 minutes | <ul style="list-style-type: none"> • ESS Inclusion Paraprofessional • Gifted (Alpha Teacher) • Speech/Language Pathologist • ESOL Teacher 45 minutes |
| 5th | Teacher Departmentalized 160 minutes | Teacher | Classroom Teacher EIP Teacher 45 minutes | <ul style="list-style-type: none"> • ESS Inclusion Paraprofessional • Gifted (Alpha Teacher) • Speech/Language Pathologist • ESOL Teacher 45 minutes |

Sample Schedule

| NHE Tiered Instructional Schedule | | | | | |
|---|---|---|--|---|---|
| K Schedule | 1 st Schedule | 2 nd Schedule | 3 rd Schedule | 4 th Schedule | 5 th Schedule |
| 7:40-8:30 Math | 7:40-8:30 Math Tier IV Specialized direct instruction P/O | 7:40-8:30 ELA | 7:40-8:30 Math Tier IV Specialized direct instruction | 7:40-9:00 ELA | 7:40-9:20 Literacy Block |
| Small Group & Computer Instruction Tier II and Tier III | | | | | |
| 8:30- 9:20 ELA | 8:30-9:20 ELA | 8:30-9:20 ELA Tier IV Specialized direct instruction | 9:20-10:10 ELA | 9:00-9:20 Math | 8:30-9:20 ELA Tier IV Specialized direct instruction |
| Small Group & Computer Instruction Tier II and Tier III | | | | | |
| 9:20-10:10 ELA | 9:20-10:10 ELA Tier IV Specialized direct instruction | 9:20-10:10 Math Tier IV Specialized direct instruction | 10:10-11:00 ELA | 10:10-11:15 Math Tier IV Specialized direct instruction P/O | 9:20-10:10 Science/SS |

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| Small Group & Computer Instruction Tier II and Tier III | | | | | |
|--|--------------------|--------------------------|--|--|--|
| Lunch | | | | | |
| 12:00-12:50 Math Tier IV Specialized direct instruction | 12:50-1:40 Math | 12:50-1:30 Science/SS | 12:50-1:40 ELA Tier IV Specialized direct instruction | 12:40-1:30 Social studies | 12:40-1:30 Math |
| Small Group & Computer Instruction Tier II and Tier III | | | | | |
| | | | | | |
| 1:40-2:30 Science/SS | | 1:30-2:25 Math | 1:40-2:30 Math | 1:30-2:20 ELA Tier IV Specialized direct instruction P/O | 1:30-2:20 Math Tier IV Specialized direct instruction |
| Small Group & Computer Instruction Tier II and Tier III | | | | | |
| | | | | | |

Funding Current Practices and New Initiatives

Our *Literacy Plan* will include all teachers, students, and grade levels at NHE.

District funds will continue to pay for formative and summative assessments such as CRCT, NWEA MAP, AIMSweb, GKIDS and Running Records, which will support our goal and all objectives. No charges to the grant will be made for in-place instructional materials or district-wide professional development. District funding of PD360 and ESPLOST technology funding will support our plan.

Additional technology, software, literacy materials, and professional development are needed to support all five objectives literacy plan. Stipends or substitutes to release teachers for professional development will also be needed.

Assessment/Data Analysis Plan

| Current Assessment Protocol (a) | | | | |
|--|--------------|----------------|-------------------------------------|------------------|
| Assessment | Grade | Purpose | Skills Measured/Content Area | Frequency |
| GKIDS | K | D | AK, PA, COP, AR, V, RC | Ongoing |
| MAP | K-5 | D | AK, PA, COP, V, RC, | 3 times a year |
| CRCT | 3-5 | O | All content areas | 1 time a year |
| GA Writing Exam | 5 | O | Writing | 1 time a year |
| ACCESS for ELL | K-5 | O, D | LA | 1 time a year |
| CogAT | 4 | D | Verbal, quantative, non-verbal | 1 time a year |
| AIMSWEB | K-5 | PM | NWF, ORL, V, RC | Ongoing |
| AK-Alphabet Knowledge, PA-Phonological Awareness, COP-Concepts of Print, AR-Alliteration and Rhyme, NWF-Decoding, ORL-Oral Reading Fluency, V-Vocabulary, RC-Reading Comprehension, S-Screening, PM-Progress Monitoring, O-Outcome, D-Diagnostic, OAS-Online Assessment Series, SWI-Sight Word Inventory, IPI-Informal Phonics Inventory | | | | |

Current Data Analysis Protocol (a.)

The current data analysis protocol ensures that students are regularly screened in order to monitor progress toward mastering standards and meeting goals. Three times per school year (beginning, middle, and end) students are given MAP test. Based on these scores and progress monitoring data, students are provided regular interventions. Students are provided with remediation and acceleration based on the results of these assessments. Students in the tier process of the Pyramid of Interventions are progress monitored using AIMsweb. The CRCT, OAS, WIDA ACCESS test, GA Writing Test, and G-KIDS are yearly standardized assessments used to gauge students’ progress. Results from these assessments are used to provide strategic, focused remediation and acceleration for all students.

Comparison of Current/ SRCL Assessment Plan (b.)

Currently, New Hope Elementary does not use all of the assessments recommended by the SRCL Grant. Part of our budget from the grant will be allocated to purchase the Scholastic Reading Inventory (SRI) for third through fifth grade and DIBELS Next program for Kindergarten-third grades. We will use the information from the assessments to guide the three prong approach to reading instruction and provide students with texts at the appropriate Lexile levels. We will also utilize all district mandated assessments, such as MAP (measure Academic Progress) in all grade levels to guide instruction and inform interventions. Our standardized tests also include the CRCT in 3rd-5th grades and the ACCESS for ELLs for all students served in the ESOL program.

Similar to the SRCL assessment plan, our main goal in giving assessments and disseminating literacy data is to develop more independent readers so they are prepared for higher education and become successful stakeholders in their community. All grades are currently teaching the Common Core Georgia Performance Standards in ELA. However, there is a need for additional materials and training. In order to be more aligned with the SRCL, training will be needed for explicit comprehension and vocabulary in content areas. We currently have interventions in place, but according to the SRCL plan, there is a need to be more consistent with our interventions.

| | |
|--|---|
| (c.) Implementation of new assessments | DIBELS Next and Scholastic Reading Inventory will be purchased. In depth professional learning will be necessary for all staff for the administration of the assessments, fidelity, and for data analysis. |
| (d.) Current assessments that might be discontinued | Currently, we will continue using the assessments that are required by SRCL and the Whitfield County Board of Education. The types of assessments we are using are valuable and informative. The focus will not be on discontinuing assessments, but on how to better use the assessment data to improve instruction. |

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|--|--|
| (e.) Professional Learning Needs | Teacher training needs related to assessment include: <ul style="list-style-type: none"> • Administering assessments • Utilizing Lexiles to inform differentiation and tiered instruction • Utilizing data reports for each assessment to create prescriptive interventions |
| (f.) Data presented to stakeholders | Data is presented to all stakeholders throughout the year. Parents receive all MAP scores, AIMSweb, CRCT, WIDA, Georgia State Writing Test, and GKIDS results. The school report card is posted annually for access to staff, parents, and the community. The school improvement plan is revised every year and available to all stakeholders. The School Council receives a report of the CRCT data related to all grade levels. |
| (g.) Use of Data | At New Hope Elementary, data drives instruction. Assessment data will continue to be used to inform literacy instruction across the content areas. Additional training will provide teachers with the strategies, knowledge, and skills necessary to make this process even more effective for our students. Assessment data will also be used to determine areas of need to inform purchasing decisions. All purchases will be related to specific needs identified through extensive examination of student assessment data. |

Use of Data (g)

| Assessment Plan (h) | | | | |
|----------------------------|---|--|------------------------|-------------------------|
| Assessment | Personnel Responsible for Scheduling | Personnel Responsible for Assessing | Assessment Plan | Frequency |
| GKIDS | K Teachers/Testing Coordinator | Kindergarten Teachers | | Ongoing throughout year |
| MAP | Testing Coordinator/MAP Coordinator | Teachers | | 3 times a year |
| CRCT | Testing Coordinator/Administration | Teachers/Administrators | | Spring |
| GA Writing Test | Testing Coordinator/Administration | 3-5 Teachers | | Spring |
| DIBELS Next | Testing Coordinator/ | K-3 Teachers | Diagnostic literacy | Recommended |

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|-------------------------------------|--|--------------------------|-------------------|--------------------|
| | Administration | | | |
| AIMSWEB | Homeroom Teachers | Homeroom Teachers | diagnostic | Needs basis |
| Scholastic Reading Inventory | Testing Coordinator/ Administration | 3-5 Teachers | | Recommended |

Resources, Strategies and Material including technology to support the literacy plan

| Needed Resources | Current Shared Resources | Current Library Resources | Current Classroom Resources |
|---|--|--|---|
| <ul style="list-style-type: none"> • Leveled Intervention materials • Center activities • Class sets of Expository text related to science and social studies CCGPS • COACH books (1st-4th) • COACH Progress workbooks (1st-6th) • Class sets of chapter books • Common Core reading materials • Comprehension skills building materials • Bilingual materials • English language development materials • Trade books and non-fiction texts • Updated Social Studies and Science books • Listening centers (books and cds) • Phonics program • Non-fiction texts (Media Center) Technology • Computers/Laptops • Tablets/IPads • Document cameras • Electronic student response systems • E-books • E-readers • Ear buds/head phones • Interactive software • Activboard slates • Activboard wands | <ul style="list-style-type: none"> • Computer lab • Laptop carts • Activotes • Document cameras • Teacher created flip charts for reading stories • Differentiated Reading Kit • Games for building reading skills • Class set of short novels • FCRR activities • Odyssey • Success Maker • Science Kits • Balances • Rigby Readers • Chapter Book sets (need more) • | <ul style="list-style-type: none"> • Guided Reading materials (book room) • Listening centers (need more) • DVDs/VHS tapes • Audiobooks • Science kits • Digital cameras • Library books • Reference materials (old) • Set of student response systems • Math Kits • 3 laptop carts • 1 iPod cart • Big Books • Professional literature • Ladibugs • Sed de Saber- English Learning Programs | <ul style="list-style-type: none"> • Scott Foresman • Leveled Libraries • Reading Skills games • Grammar Tales • Rigby Readers Technology • Activboards • Projectors • Classroom computers • Accelerated Reader (K-5) • Brain Pop, Brain Pop Jr., ELL Brain Pop • Book Flix • Starfall • Trait Crates • Learning Odyssey • United Streaming • Promethean Planet |

| | | | |
|--|--|--|--|
| <ul style="list-style-type: none"> • Voice recognition software • Publishing software • Printers • Reference books (dictionaries, thesaurus) • Color Printers for instructional materials • Readers Theatre • Listening Centers | | | |
|--|--|--|--|

| Current Intervention Resources | Needed Intervention Resources |
|---|--|
| <p>Instructional Resources</p> <ul style="list-style-type: none"> • Florida Center for Reading Research Student Center Activities (www.fcrr.org) • Fluency Passages • Sight Word Activities • Incremental Rehearsal • CCC/Success Maker • Learning Odyssey <p>Assistive Technology</p> <ul style="list-style-type: none"> • Boardmaker • Red Cat (one classroom) • Contrast Aids <ul style="list-style-type: none"> ○ Hi-lighter Tape ○ Color Overlays • Page Turners • Positioning Aids <ul style="list-style-type: none"> ○ Bookstands ○ Slant Boards ○ Clipboard ○ Binder Clip <p>Assessments</p> <ul style="list-style-type: none"> • AIMSWeb- Progress Monitoring • MAP- Measuring Academic Progress | <p>Instructional Resources</p> <ul style="list-style-type: none"> • Enrichment Program for Reading and Math • Computer based intervention for Math skills • Research Based Reading interventions for fluency and comprehension <p>Assessments</p> <ul style="list-style-type: none"> • DIBELS Next • Scholastic Reading Inventory |

| Instructional Activities to Support Classroom Practices | | | | | |
|---|--|---|--|--|--|
| Phonological Awareness | Phonics and Word Study | Fluency | Vocabulary | Comprehension | Writing |
| <ul style="list-style-type: none"> • Identifying rhyming words • Creating rhymes • Matching words with beginning sounds • Blending sounds into words • Blending, segmenting, substituting, and manipulating phonemes | <ul style="list-style-type: none"> • Modeling sound relationships of both consonants and vowels • Developmental spelling • Word building • Word families and rhyming patterns • Blending together the components of sounded-out words and chunking together the parts of longer words • Phonetically irregular words using practice activities and stories | <ul style="list-style-type: none"> • Timed reading • Repeated reading • Choral reading • Echo reading • Partner reading • Guided reading • Fluency phrases | <ul style="list-style-type: none"> • Graphic organizers • Content area vocabulary • Creating background knowledge • Context clues • Graphic representations • Affixes and roots • Teacher read-alouds | <ul style="list-style-type: none"> • Modeling and think-alouds • Explicit instruction • Sequencing activities • Multiple opportunities for practice • Immediate feedback • Activating prior knowledge • Answering and generating questions • Making and verifying predictions • Using mental imagery and visualization • Monitoring comprehension • Recognizing story structure | <ul style="list-style-type: none"> • Explicit teaching of writing process • Frequent practice • Responding to literature • Summarizing text • Writing notes about text • Answering questions about text in writing • Creating and answering written questions about text • Math journals |

| Additional Strategies to Support Student Success |
|--|
| <ul style="list-style-type: none"> • Utilize rubrics for writing projects |
| <ul style="list-style-type: none"> • Conferencing with students concerning writing projects |
| <ul style="list-style-type: none"> • Increase instructional technology (tablets, computers, laptops, etc.) to support literacy across the content areas |

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Professional Learning Strategies

Professional Learning Activities for the Past Year

| DESCRIPTION | RESULTS/BENEFITS | ATTENDANCE |
|--|---|------------|
| SIOP strategies were explained and practiced. | Teachers gained familiarity with the SIOP strategy modeled. Teachers will use the strategy in their classrooms. | 100% |
| Available instructional resources were described to the faculty and their location in the building was shared. | Teachers have additional instructional resources to utilize for lessons. | 100% |
| A summary of the Fall Literacy Collaborative assessments/ Literacy Collaborative implementation | Data showed significant growth in Reading skills from entering kindergarten to 1 st and 2 nd grade. | 100% |
| Discussion about the CCGPS frameworks and transition | Clarification with expectations using the frameworks provided by the state. | 100% |
| Teachers were taught to manage their students and reports in Learning Odyssey. | Teachers have reports sent to them weekly, design instruction based on students' RIT scores in Math and Reading, and use as an Intervention | 82% |
| Writer's Workshop Training for K-3. | Teachers reviewed strategies that work in order to impact students' writing success. | 45% |
| Writing conference in Atlanta | Teachers focused on the developing teaching skills for the processes of writing and the CCGPS. | 7% |
| Grade level collaboration time for Reading, Math and Writing | Quality designed lessons for Reading, Math and Writing. | 64% |
| DATA meetings by grade level. Analyzed MAP data. | Teachers use data to drive instruction and interventions. | 55% |
| Information about Georgia's CCRPI was shared/ AdvancED process was explained and the structure presented. | Teachers are preparing for participation in the AdvancED process. | 100% |

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| AdvancED committee groups | The groups started a list of practices and artifacts for the standards and the sub standards. | 100% |
| Book study: <u>Understanding Poverty</u> by Ruby Payne. Use of Edmodo for assignments. | With a changing population, our staff needs to know the background of poverty and ways to be effective in making a difference. | 100% |
| The new library catalog program, Destiny, was explored. There are additional functions compared to the previous program. | Teachers are now aware of the search capabilities this program provides. There is a benefit for students completing research on topics. | 100% |
| Updates on Georgia Online Assessment System (OAS) were presented to the faculty. There are now formative assessment resources on the site for the CCGPS. | Teachers will have access to the formative assessment questions and exemplars on the WCS Sharepoint website. | 100% |
| Edmodo.com training for use with students and school level professional learning. (3-5 teachers) | Teachers will create an edmodo.com account. This is a free web tool. Use of technology in the learning process for teachers and students. | 100% |
| Compass Learning Student Data Analysis slides were shared. Information about the student backpack was explained. | Set student goals for Learning Odyssey as aligned to MAP Rit Band- increasing Math and Reading skills. 60 minutes per week with at least a 70% average. Complete 6-8 activities each week. | 100% |
| Technology training specific to Electronic Portfolios. | Teachers gained familiarity with the use of Google docs and Google sites. | 66% |
| Close Reading Training | Teachers gained familiarity with the Close Reading that is included in the CCGPS ELA standards. | 32% |

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| Questioning to promote higher order thinking. Handouts were provided with Depth of Knowledge (DOK) information. | Teachers wrote questions for upcoming lessons that were at the DOK levels 3 and 4. | 100% |
| Sheltered Instruction Observation Protocol (SIOP) strategies were modeled and practiced during the professional learning about the upcoming PARCC assessment. | Teachers were exposed to the rigor of the PARCC assessment and reflected on their current assessments. | 100% |
| SIOP strategies were modeled and practiced during the professional learning discussion of the book <u>Understanding Poverty</u> . | Teachers gained familiarity with the SIOP strategy modeled. Teachers will use the strategy in their classroom. | 100% |

Ongoing professional learning opportunities at New Hope Elementary include:

- Guided Reading Instruction: Our K-1st teachers attended trainings over the past two years. Currently, our 2nd grade teachers and our ESS teachers are involved in two-day Guided Reading training and 3rd grade will be trained next year.
- SIOP- We have teachers who are part of separate cohorts attending district wide SIOP professional learning. We have on-site professional learning, conducted by our lead EL teacher, for our entire faculty with detailed descriptions of SIOP classroom strategies.
- PD 360: Teachers at NHE are now members of PD360 online and will engage in videos associated with Learning Focused Schools as the school year progresses.
- Vertical Collaboration/Book Study: *Quick Start Guide to Common Core-* (K-2 and 3-5 versions): Teachers are divided into vertical groups across grade level and will read assignments and discuss chapters beginning in January 2014. These groups will last through May.

Professional Learning Needs Identified in the Needs Assessment

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| <ul style="list-style-type: none"> • Administering new assessments and analyzing results |
| <ul style="list-style-type: none"> • Incorporating best practices for literacy in all content areas |

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| <ul style="list-style-type: none"> • Writing in all content areas |
| <ul style="list-style-type: none"> • Using school-wide writing rubrics |
| <ul style="list-style-type: none"> • Planning and using technology to increase student engagement |
| <ul style="list-style-type: none"> • Using technology to differentiate learning |
| <ul style="list-style-type: none"> • Using data to inform reading instruction |
| <ul style="list-style-type: none"> • Differentiating learning using intervention materials supporting RTI |

Evaluating Professional Development

Gains in student achievement data are monitored to determine the effectiveness of professional learning. Teachers are required to write detailed lesson plans that include standards and instructional strategies. Lesson plans will be closely examined to insure that teachers are utilizing strategies and knowledge gained through professional development. Requirements for lesson plans will be adjusted as necessary based on professional learning. Administrators will continue to be a consistent presence in all classrooms and will conduct focused walkthroughs and observations with the intent of observing teachers integrating newly learned strategies. Individual teachers will be provided with additional professional development and coaching based on student achievement data and information gathered through these monitoring procedures.

Connection to Literacy Plan Goals and Objectives

| Literacy Plan Objectives | Professional Learning Necessary to Achieve Goals | Methods of Measuring Effectiveness of Professional Learning |
|--|--|---|
| 1. Incorporate best practices in literacy in all content areas | <ul style="list-style-type: none"> • Review of best practices of literacy • Applying best practices to all content areas • Differentiating instruction • Integrating reading CCGPS | <ul style="list-style-type: none"> • Observations during focused walkthroughs • Lesson plans that reflect the use of literacy practices in content areas • Literacy rich classroom |

| | | |
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| | in content area lesson plans | environment <ul style="list-style-type: none"> • Increase in student achievement in all subjects |
| 2. Implement a consistent writing framework and curriculum for grades K-5 | <ul style="list-style-type: none"> • Integrating a writing workshop model • Best practice for writing instruction • Using rubrics to evaluate student writing • Using technology to support writing across the curriculum • Analyzing student work | <ul style="list-style-type: none"> • Student writing samples on display • Documentation of writing time in the lesson plan • Observations during focused walkthroughs • Completed student rubrics • Increase in student achievement |
| 3. Develop and maintain interest and engagement as students progress through school by using technology to ensure literacy and communication skills are relevant and current to the global society | <ul style="list-style-type: none"> • Implementing technology to increase student engagement in literacy | <ul style="list-style-type: none"> • Documentation of technology use in lesson plans • Observations during focused walkthroughs • Student survey • Increase in student engagement and achievement |
| 4. Provide teachers and administrators with high quality professional development on Tiered instruction and differentiation strategies as it relates to literacy | <ul style="list-style-type: none"> • Strategies supporting RTI • Implementation of interventions to support literacy • Analyzing student work samples • Differentiating lessons to meet the needs of all learners | <ul style="list-style-type: none"> • Observations during focused walkthroughs for tiered learning • Lesson plans that reflect tiered learning • Increase in student achievement |
| 5. Use frequent and multiple measures as diagnostic and monitoring tools to plan differentiated instruction. | <ul style="list-style-type: none"> • Administering new assessments and analyzing student data to inform instruction • Development of commonly used assessments based on CCGPS • Differentiating student groups based on assessments and progress monitoring | <ul style="list-style-type: none"> • Observations during focused walkthroughs for flexible student grouping • Documentation of differentiation in lesson plans • Increase in student achievement |

Sustainability Plan

Sustainability has been a major focus of this grant. New Hope Elementary School as a part of Whitfield County Schools (WCS) will sustain programming beyond the grant period by securing funds from sources including WCS general operating funds, Title I funds, and the local business community. Both New Hope and District Administration are committed to the successful implementation and subsequent sustainability of this grant.

WCS teachers, administrators, and staff are dedicated to creating college and career ready citizens by establishing a culture of learning to read and reading to learn. Teachers and administrators believe in the importance of ongoing professional development to improve Response to Intervention, disciplinary literacy, effective reading/writing instruction, professional learning communities, and data analysis to improve student achievement. Our sustainability plan supports our priorities of providing a comprehensive literacy initiative with a focus on intensive writing detailed in this application.

WCS has been actively involved in planning this grant application with the goal of expanding lessons learned, awarded grant resources and professional learning to all campuses. The following table summarizes our sustainability plan.

| | |
|--|--|
| (a) Extending the Assessment Protocol | <ul style="list-style-type: none">• Consider purchasing assessments with a one-time charge• Purchase paper/pencil assessment, if possible• Utilize local, state, and federal funds to continue formative and summative assessments |
| (b.) Developing Community Partnerships | <ul style="list-style-type: none">• Continue to cultivate relationships with business and organization as resources to help provide funding. |
| (c, f, g, & h) Sustaining | <ul style="list-style-type: none">• District and Campus Instructional Coaches (IC) will participate in all trainings in order to become an in-district resource for all teachers and to insure that all lessons learned through professional development are implemented with fidelity. A train-the-trainer method will be utilized to continue robust fiscal management, and ensure that incoming new personnel are appropriately trained.• Capacity-building lessons learned will be in place supporting ongoing collaboration to examine data and plan for instruction.• A culture of collaborating will not require funding to |

| | |
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| | <p>continue seeking stakeholder input, and collaborating with other schools in the LEA.</p> <ul style="list-style-type: none">• The assessment protocol will be extended by carefully purchasing assessments that can be maintained using our existing Title I budget. Currently, we use all of the assessments prescribed by Striving Readers Grant and are able to fund these assessments through other sources.• Training for new employees will be conducted by the IC and participating grant recipient teachers.• IC will also provide coaching/assistance to all teachers to assist in full implementation of lessons learned.• A plan to replenish technology resources, including site licenses will be developed.• Practices learned through the needs assessment to examine data and determine areas in which improvement is needed will be redelivered by IC as needed. |
| (d) Training New Teachers | <ul style="list-style-type: none">• New teachers will be assigned a proven teacher leader as a mentor to ensure that they receive relevant professional learning and assistance in the classroom.• Trainings will be offered throughout the school year ensuring new teachers are given support |
| (e) Replacing Print Materials | <ul style="list-style-type: none">• Print materials will have library binding to ensure durability.• Funds from Title I, community partners, local and state support, the Whitfield Education Foundation innovative teaching grants, other grants, and fundraisers will be used to replenish print materials after the grant period.• A rotating schedule to replenish materials on a yearly basis will be developed to maintain a wide variety of print materials in a range of Lexile levels and student interest.• An annual inventory of print materials will be conducted in order to determine areas of need. |

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Budget Summary

The budget provided through the Striving Readers Comprehensive Literacy Grant would assist New Hope Elementary in addressing the areas of concern identified by the needs assessment. Sixty-six percent of the budget will be used for instruction. Most of this part of the budget will be utilized to purchase technology updates. Seventeen percent of the budget will be used for improvement of instructional services. This part of the budget will allow for professional development. The other seventeen percent will be used for educational media services. The media center will use this part of the budget to update media materials and books.

| | Amount | Percent of Total Budget |
|-------------------------------------|-----------|-------------------------|
| Instruction | \$200,000 | 66% |
| Pupil Services | \$0 | 0% |
| Improvement of Instruction Services | \$50,000 | 17% |
| Educational Media Services | \$50,000 | 17% |
| Support Services – Business | \$0 | 0% |

Budget

| Georgia Striving Reader Subgrant | |
|---|-----------------|
| Budget Breakdown and Narrative | |
| Function Code 1000 – Instruction | Year 1 |
| Object Codes | Amount Budgeted |
| 300 – Contracted Special Instructors | |
| 610 – Supplies | \$25,000 |
| 611 – Technology Supplies | \$50,000 |
| 612 – Computer Software | \$25,000 |
| 615 – Expendable Equipment | |
| 616 – Expendable Computer Equipment | |
| 641 – Textbooks | \$25,000 |

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| 642 – Books and Periodicals | \$75,000 |
| Function Code 1000 – Instruction Narrative: | |
| The majority of instructional funds are earmarked for technology purchases. Innovative technology tools will be used to promote student engagement and enhance instruction in all content areas. | |
| Function Code 2100 – Pupil Services | Year 1 |
| Object Codes | Amount Budgeted |
| 300 – Contracted Services | |
| 520 – Student Liability Insurance | |
| 580 – Travel | |
| 610 – Supplies | |
| 641 – Textbooks | |
| 642 – Books and Periodicals | |
| Function Code 2100 – Pupil Services Narrative: | |
| Function Code 2210 – Improvement of Instructional Services | Year 1 |
| Object Codes | Amount Budgeted |
| 113 – Certified Substitutes | |
| 114 – Non-Certified Substitutes | \$8,000.00 |
| 116 – Professional Development Stipends | \$7,000.00 |
| 199 – Other Salaries and Compensation | |
| 200 – Benefits | |
| 300 – Contracted Services | \$15,000.00 |
| 580 – Travel | \$8,000.00 |
| 610 – Supplies | \$4,000.00 |
| 810 – Registration Fees for Workshops | \$8,000.00 |
| Function Code 2210 – Improvement of Instructional Services Narrative: | |
| Ongoing professional learning will be provided to enrich literacy instruction across all content areas. | |
| Function Code 2220 – Educational Media Services | Year 1 |
| Object Codes | Amount Budgeted |

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| 610 – Supplies | \$20,000 |
| 642 – Books and Periodicals | \$30,000 |
| Function Code 2220 – Educational Media Services Narrative: | |
| Funds will be used to purchase materials to engage and motivate struggling and reluctant readers. | |
| Function Code 2500 – Support Services – Business | Year 1 |
| Object Codes | Amount Budgeted |
| 148 – Accountant | |
| 200 – Benefits | |
| 300 – Contracted Services | |
| 580 – Travel | |
| 880 – Federal Indirect Costs | |
| Function Code 2500 – Support Services – Business Narrative: | |
| | |
| Total Budget for Year 1 | \$300,000.00 |